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The results of an investigation of scholars and educators concerned about the state of German language instruction in the United States are presented in this document. The four areas of emphasis are: (1) motivation and rationale, (2) teacher training, (3) course content, articulation, and materials, and (4) organization and structure of the profession. The extensive appendixes, comprising the major portion of the report, consist of commissioned position papers on these topics. The papers incorporate ideas, comments, and criticisms solicited from teachers of German, as well as information from current relevant research being done in universities. (CW)

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INVESTIGATION OF THE NATIONAL POTENTIAL FOR THE ADVANCEMENT OF THE TEACHING OF GERMAN IN THE UNITED STATES

October 1968

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Hans W. Deeken

October 1968

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National Carl Schurz Association, Inc.
American Association of Teachers of German, Inc.

Philadelphia, Pa.

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THE ADVANCEMENT OF THE TEACHING OF GERMAN IN THE UNITED STATES

INTRODUCTION

With the general resurgence of foreign language study in the U. S. since the mid-fifties, German language study did not show the gain which might have been expected in view of the growth of the other modern languages. For nearly a decade enrollment in secondary school German courses has grown at a far slower pace than that in French or Spanish. On the other hand, undergraduate and graduate study of German remained at relatively high level, enrolling a much larger percentage of secondary school students of German than did college programs in other languages.

Convinced that the study of German and its related culture is of vital importance, a group of scholars and teachers concerned with German language studies decided that there was a large pool of creative talent and pedagogical and scholarly skills relatively untapped throughout the United States. A project was proposed to identify and coordinate these human and material resources.

METHODS OF INVESTIGATION

In early June of 1967 a planning-conference was held in Philadelphia to define the areas in the field of German studies that require specific attention. Four major factors were identified as playing a significant role in promoting the growth of the study of the German language in the United States. These were:

1) the rationale and motivation for the study of the German language and the culture of the people who speak it as well as the development of the motivating forces which stimulate students and create the desired interest in the language and the culture,
2) the kind of education and training the teacher of German needs to do a superb job of teaching, since mediocrity can no longer be tolerated in the teaching profession,
3) articulation in good foreign language programs with an emphasis on course content, materials used, technological equipment, and teaching techniques need to create dynamic programs, and
4) the organizational structure in the field of German studies which will facilitate bringing about the promotion of German study in the United States.

Position papers dealing with these four areas of concern were commissioned and committees formed to assist in their final formulation. This work continued through the summer of 1967.

In addition, 12,000 teachers of German on all levels throughout the United States were informed by newsletter about the project. They were invited to submit ideas, comments, and criticisms. In spite of the summer vacation, approximately 200 letters were received before September 1, 1967. The total number of written, telephone, or personal communications received throughout the project exceeded 1,000.

Information was sought from college and university German departments on research projects currently in progress which might be of significance for the advancement of the teaching of German. With the exception of four projects, (three of them sponsored by the U.S. Office of Education) the returns were meager. All pertinent information was forwarded to the respective committees.

In December, 1967, a symposium was held in Philadelphia which was attended by 95 educators and 9 observers from the United States and abroad. All participants received drafts of the position papers which were then discussed in three-hour panel sessions, with each of the committees serving as a panel. The proceedings were tape recorded. At the final session the committees presented recommendations, which were accepted by the participants.

During the spring and summer of 1968 the tape recorded proceedings were auditioned and evaluated. Consultations with members of the project teams and other representatives of the educational community clarified any further questions.

RESULTS AND DISCUSSION

The nature of the investigation did not allow for a statement in statistical facts and figures. During the Symposium a large number of specific problems having a bearing on the advancement of the teaching of German were identified. Numerous solutions were offered. There is no reason to assume that German studies in the United States must remain static or increase at a slow rate. On the contrary, the results of the project indicate a relatively large potential for the teaching of German. Imaginative programs are being conceived by the profession and support from outside the immediate educational community is available. The following sections of this report summarize the project findings.

The project committees decided to approach the problem of the teaching of German in the United States in four specific areas: Motivation and Rationale - Teacher Training - Course Content, Articulation and Materials - Organization and Structure *(of the profession).*

This does not necessarily indicate a progression in importance. Without proper attention and emphasis on the last area, for instance, a concerted effort in any of the other three would be difficult. The inter-relationships are obvious. The fundamental questions, one which is decisive for any advancement of learning, falls clearly within the area of:

MOTIVATION AND RATIONALE

Why and for what purposes should German studies be pursued? Answers to this question will directly govern the course of teacher training as well as the development of materials, the structuring of courses, and the articulation of the entire German language learning process.

A first answer would be simply to recite the requirements for admission or graduation which are applicable in most United States colleges. However, the so-called "language requirements" are changing and the trend now appears to be toward limiting them.

There are few motivating factors less meaningful, yet pragmatically more persuasive, than the college entrance requirements. A student who studies a foreign language in high school, merely because he fears that without it he will not be accepted in "the college of his choice," may learn a worthwhile subject, but for the wrong reason. Furthermore, if foreign language study is labeled an "academic subject," what about the students in high school who would like to learn a foreign language but do not intend to go to college or are prevented from doing so? An enlightened community in the United States is not prepared to relegate the study of a foreign language to college bound students only.

Extensive arguments for the teaching of a foreign language to all interested students could be presented here, but the words of a metropolitan daily paper in a recent Sunday Editorial (*) may suffice to illustrate the point: " . . . there should be no difficulty in finding bilingual or multilingual employees for airports, hotels, restaurants, and other places where tourists from overseas may turn up. . .America should put out the welcome mat to foreigners in their own language." One might add that foreign trade, foreign marketing, foreign public relations, and any activity from diplomacy and commerce to recreation and scholarly research will increasingly demand mastery of foreign languages if we maintain that knowledge of a foreign language and its culture is a basic component of a sound education. There should be no opportunity to undermine this element of education under the guise of "freedom of individual choice."

(*) Philadelphia Inquirer, July 14, 1968

In yielding to the arguments of those advocating the reduction of college language requirements, American education is placing foreign language learning directly into the elementary, junior, and senior high school. Few will claim that a student younger than 16 years of age is in the position to make a meaningful choice of his own. And if we are to accept the statement made during the symposium that a minimum sequence of foreign language study should terminate in the twelfth grade, and begin at the latest in the ninth, this choice must be made early. In reality, the student will have to rely upon the judgment of his parents and counselors. But parents tend to yield to their own educational prejudices and backgrounds. Counselors, while attempting a professional approach, will nevertheless be influenced by the attitude of the administration, and by the community at large. School administrators, in turn, react to school board pressures created by the political realities which govern the structure of United States public education.

In the absence of active enthusiasm for foreign language education on the part of the public, the language teacher in the classroom from elementary school to college hopes that the profession will launch a concerted public relations campaign reaching PTA's, counselors, curriculum experts, administrators, school boards and, even the party structure and the voter in order to convince them not only to maintain but to increase the role of foreign language education in the American curriculum. Few nations expect this much from the teaching profession.

The Case for German

German language teaching in the United States has suffered and - to a degree - is still suffering from the national emotionalism which characterized American public opinion in reaction to the Germany of World War I. It appears of little value, however, to reargue the highly volatile public attitudes towards German studies between 1914 and 1945. German is a language taught in United States schools today to students who will graduate from high school in the 1970's. The immediate question is why should German be taught and studied now and in the future?

To answer this question with purely esoteric and exclusively intellectual arguments would be just as misleading as to emphasize merely practical and materialistic advantages. The fact is that a student who has been raised in a monolingual surrounding is handicapped in his ability to compare his environment, both intellectual and material, with any other, or to recognize depths, similarities, and contrasts. The study of a foreign language and culture, even in a limited sequence which, while not desirable, may be impossible to expand, does bring about the beginning of such recognition. Adding another dimension to the world of the learner, it can lead to a discipline in thought and expression that may have a direct bearing on the intellectual growth and the capacity and performance of the learner in other fields. Without language no other intellectual human activity is conceivable. Bilingualism and multi-lingualism have significance far beyond the mere addition of another method of communication.

While all these arguments can be applied to any foreign tongue, German offers particular advantages. The language of a vital and dynamic people, spoken in an area not limited by national boundaries or even political philosophies, German provides access to one of the richest laboratories of life available to a student. It is taught and spoken from the Soviet Union to Mexico, from Beirut to Ottawa. It is a language of trade and commerce, of science and industry, of poetry and philosophy. Command of the German language offers an insight into the world of speakers of German. This insight is not limited to "belles lettres" but encompasses the entire scope of cultural, sociological, economic, and political phenomena which, for better or worse, has exerted a vast influence on western civilization. The study of German allows access to, and aids in the comprehension of the multi-faceted culture of Central Europe, be it expressed in the construction of the Volkswagen, a drama by Frisch, or the political philosophies of Karl Marx.

While a case for German can be made on many levels, it has little effect unless all participants in the educational process know about it. The availability of appropriately informative materials for parents, students, teachers, and administrators is basic. Media of communication must be employed at all levels. Prior to taking such steps, however, present attitudes in favor of or opposing the study of German should be analyzed.

Answers must be found for questions such as these:

1. Why do parents influence students for or against foreign language study in general and German in particular?
2. What governs the actions of school administrators?
3. For what reasons do guidance counselors advise for or against the study of German?
4. What arguments are offered in favor of studying the language by teachers of German?
5. What causes a student to select a course?
6. Why does he drop out?
7. Where do the commercial, the industrial, and the academic worlds stand in regard to German studies?

Answers to these questions are needed before the other three areas of concern can be intelligently examined.

Pre-supposing affirmative responses to the above questions, there are still other considerations which must be taken into account. School administrators must be assured not only of public interest, but also of the availability of well trained teachers. Counselors must not only be familiar with the scope of German studies but must be convinced of their usefulness for college bound and vocationally oriented students. The academic community and the commercial establishment must open up new avenues of communication ranging from mass media to personal visitation with teachers and students to assure the latter of a reward for his efforts.

Teacher and student are the pivotal points in the entire complex matter of motivation and rationale. The teacher must know why he teaches the language and why the student is intent on learning it. He must be able to interact with his students. He must know his subject matter and have the assistance of contemporary materials. Teacher excellence, recognized by students and colleagues alike, will of itself become a highly potent motivating force.

The student on whom all of these efforts concentrate will nevertheless feel frustrated and little encouraged unless he can put his language skills to practical use. Especially during the formative years of his high school career he will need to communicate with his peers. Be it through club activities or other means, he must have contact with others who learn German in high school or college or who have utilized it in their professional career or personal leisure.

The assurance of a reward is a basic element in motivation. Course continuity is essential especially when a program begins at the elementary school level. Students and teachers alike must know what is to be accomplished at the various levels. Only then can they enjoy the reward of knowing that they have succeeded in reaching their goals. No common goals seem to exist at the present, but they must be agreed upon if German studies are to be advanced. College placement policies must also take the above factors seriously into account. It can be assumed that a student choosing German in college is already highly motivated. The decisive years are those before college and no degree of public promotion can compensate for failure to provide a useful, rewarding, and continuous course of study in high school.

The profession must recognize that a large percentage of all high school students does not enter college and that therefore for many of them the twelfth grade is the terminal year of their formal education. Any well integrated sequence of German studies culminating in the last high school grade must offer the student the reward of a completed course, providing him with a basic proficiency in German which will be useful for his further career be it as a car mechanic for a Volkswagen dealer, air traffic controller in the international service, buyer for a department store, professional engineer, or literary scholar.

TEACHER TRAINING

The training of teachers in the United States is at present the responsibility of colleges and universities. It should be challenging to foreign language departments and schools of education. The quality of teacher training is of major concern to students, parents, school administrators, and to all members of the profession. Criteria and qualifications for a teaching career differ according to whether a young man or woman plans to teach in elementary school, high school, junior college, or college. This fact should be recognized not only in schools of education but in departments of foreign langages as well.

A teacher of German, no matter at what level, should have almost native command of the language. This is not always the case now. So-called "native speakers" as well as others, are in constant need of upgrading and maintaining their language proficiency. While teacher training efforts should ordinarily concern themselves mainly with the particular skills required for the teaching of German, reality dictates that a large part of present and future efforts must also concentrate on providing proficiency in the language itself. This dual need should lead to a very close cooperation between, if not integration of, the programs for foreign language teachers in schools of education and foreign langauge departments of universities.

The selection and training of the foreign language teacher demands more than merely ascertaining and developing the trainee's skill in the field, and acquiring methodological prowess in the classroom. The ability to interact with the student is of vital importance in the sensitive process of stimulating and maintaining an understanding in young people for another language and culture. Sciences, mathematics, and other "hard" subject areas may tolerate certain personal idiosyncracies on the part of the teacher; not so the more interpretive and philosophical fields. Where the meaning of a word or thought, not the facts and figures of a formula or measurement are at the heart of the subject being taught, the teacher is the medium and "the medium is the message."

Teacher training cannot be limited to the novice entering the profession. It also concerns the "native speaker" who has very little or no methods training but is called upon to assume teaching responsibilities. Furthermore, the process of training foreign language teachers never really ends because new methods and techniques become available and the language itself changes. The teacher must be proficient in the German as it is spoken today, and conversational skill must be maintained during the training of new teachers and throughout their teaching career.

Preparation of German language teachers for elementary levels demands a new and systematic approach which must be based on sound principles of learning and criteria applicable to the lower grades. Utilizing the Modern Language Association (PMLA, 70, No. 4, pt. 2(1955): 46-49) statement on qualifications of modern foreign language teachers with regard to: 1) aural understanding; 2) speaking; 3) reading; 4) writing; 5) language analysis; 6) culture; and 7) professional preparation on the basis of minimal, good, and superior, the German teaching profession should reformulate these criteria in specific terms, carefully spelling them out with regard to the training of a teacher of German. Colleges frequently employ poorly trained graduate students to provide basic instruction to undergraduates. Student teaching is often supervised by Teaching Assistants who have their jobs by virtue of studying for a literary degree. Accepted standards spelled out for the teacher of German would assure the profession that supervisors indeed know what they are expected to supervise.

The realities of the American educational system make it impossible for any one agency to assist directly all individual teacher training institutions, German departments, and others involved in the training of German language teachers. Therefore, the profession as a whole must assume a guiding role in the establishment of standards.

A set of guidelines must be developed for a training program of German language teachers for elementary grades, secondary grades, and undergraduate instruction. Teachers of German in American schools must be schooled specifically for the demands of teaching German to Americans.

The excellent teacher must be assured of recognition. The profession should provide a way for its members to demonstrate their proficiency in the teaching of German; and the profession should testify to this proficiency.

With the development of standards and criteria the profession, however, also assumes the responsibility for providing ways to reach and maintain such standards. Prospective teachers of German should be enabled to spend a period of their academic studies in a German speaking country under the supervision of American faculty. Teachers of German in the field must maintain a direct contact with modern German and the culture of German speaking people either through professionally sponsored summer studies abroad, or through intensive programs with the United States. The profession should undertake regional and local seminars and workshops to introduce new methods or to provide remedial training. Members of the profession must learn to assist each other from school to school and region to region. No medium of communication should be excluded from consideration when new ways are being sought to upgrade the quality of German teaching.

The humanistic ideal, which should guide any person seeking to become a teacher, can be maintained only if training and preparation provide him with the tools, skills, and insights needed to attain this ideal.

COURSE CONTENT, ARTICULATION, AND MATERIALS

Ideally, German language study before college should culminate in the last year of high school after an uninterrupted course of at least four, preferably six or nine years. Such a course of study should allow for the individual learner's intellectual capacity, his motivation, and his goals. The goals of each learning level should be defined and the learner's progress measured in terms of proficiency, eliminating thereby the meaningless concept of "years completed." The student must have an opportunity to realize the immediate value of attaining these goals.

The acceptance of these premises will make it necessary to consider not only different types of courses for students beginning their language studies at different grade levels, but also a differentiation of course content in accordance with the ability and interest of the individual student. To meet the goals agreed upon for each learning level the German course must adequately cover the linguistic skills.

Cultural awareness along with language study should be sought, and the student's motivation to remain with and excel in his subject must be strengthened continuously. No single German language course can be designed to provide all of this for all students at a given age, no matter when they began their language studies or what their interests are.

The definition of goals for each learning level must presuppose that agreement has been reached within the profession regarding the use of a common grammatical terminology in the field of German language teaching. Ease of understanding concepts from the cognitive aspects as well as the step by step acquisition of the German linguistic skills must be fostered horizontally, across levels, as well as vertically, from level to level.

An educational process is continuous. For any given discipline the degree of invested class time can vary from year to year throughout the ideal 4 or 9 year sequence. Interruption of a course of study at any given point, or inability to conclude a course should never be forced upon a student because of technicalities of scheduling, articulation, or course inadequacies.

The direct work with the student in the classroom is the teacher's professional prerogative. Yet, the realities of the United States educational system, which became quite evident within the course of this investigation, have put the teacher into the focal point of a forcefield outside the classroom. The teacher has to adjust, and often finds himself more preoccupied with peripheral details than with his profession of teaching.

Modular or flexible scheduling systems are new but potent developments on the American scene. The flexibility which these systems are trying to introduce into the learning schedule may offer new ways to the teachers of German to achieve the ideal course length and structure for each student, be he gifted or otherwise. Experimentation with such systems is desirable for language teachers of all levels.

The technological explosion has provided the German language teacher with advanced aids ranging from improved language laboratories to electronic classrooms, from computer-assisted instruction to language learning carrels in material resource centers. Startling as these new tools may appear, they are little more than challenges to teacher ingenuity. Not all "machines" are useful at all times in all situations. The teacher should be intelligent enough to use these tools appropriately and creatively. Little if anything, however, can be achieved if the development of appropriate "software," packages of effective teaching materials, lags behind.

The value of new scheduling systems, new mechanical and electronic aids, and all other innovative moves will depend upon prior thorough teacher training and upon the availability of effective materials systems. Coordinated tapes, printed materials, audio-visual aids, tests, and other evaluative criteria together with effective components for self-instruction must allow for individual learning speed and capacity, enabling students to progress at their own optimum rate and experience the success needed for continuing motivation and interest. Teachers must become familiar with the systems approach to teaching in order to aid students in attaining the behavioral goals to be achieved with the conclusion of the course.

Materials used in the American classroom must reflect the realities of life in the 20th century. Audio-visual aids offering cultural content can provide valuable help in the development of cultural concepts, vocabulary, and language structures. As research provides a greater understanding of the student's learning patterns, the use of all materials and aids will become more sophisticated.

It appears evident that far greater insight into the learning processes is also a prerequisite for the promotion of the teaching of German in the lower grades. (This applies equally to the training of teachers for FLES.) The relative sophistication of a pupil in today's third grade, the oversaturation with a variety of impressions, and the vast expansion of his environment from day to day seem to offer a challenge for the development of psychologically and sociologically sound guidelines for the introduction of a second language at an early age.

Within the framework of defining goals for each learning level renewed and thorough attention should be paid to the use of tests and other evaluative criteria as aids in the process of articulation. The effect of specific tests upon a student's motivation must be carefully investigated.

The multiplicity of problems touched upon in this area of course content, articulation, and materials points towards the need for multi-district curriculum service centers which could provide teachers with a great variety of materials, bibliographies, and other professional information dealing with established as well as innovative developments and techniques.

The study of German will gain from all advances in the field of foreign langauge education. Teacher and student are in the position to benefit from a variety of new aids and the improvement of the pedagogical aspects of language teaching. All of these combined make the study of German a true expansion of the learner's world, adding meaning to his own environment and depth to his intellectual development.

ORGANIZATION AND STRUCTURE

Innovative ideas and creative experimentation in the field of German studies are often brought about by the efforts of individual members of the teaching profession, tested in a few educational institutions, and frequently die, leaving only a published report as a monument or a tombstone. Universities and colleges may occasionally serve as gathering points for professional people, fostering dialogue but rarely exerting more than regional leadership. The American Association of Teachers of German and other professional organizations as they were conceived and as they grew in the foreign languge teaching field are equally limited in their effectiveness.

With more than 20,000 independent public school districts in addition to private school systems, colleges, and universities, the American educational structure can never be centrally directed. It can, however, be professionally influenced. There are differences in the study of German between a public and a private school, a metropolitan or rural district, an eastern or a western state, but there are also common concerns. Problems of motivation and teacher training, or matters of curriculum are common to the entire profession and are shared alike by all groups which consider intercultural studies a major element of a broad humanistic education.

The teacher of German is not like an isolated cell. The advancement of his field of study demands organizational support which is national in outlook, professional in orientation, modern in its methods, and skilled in a variety of fields ranging from research organization to communication. The American Bar Association and the American Medical Association are examples of organizations working both within their professions as well as with their professions' public constituencies. Analogous developments are called for in the field of language teaching. The American Association of Teachers of German faces a challenge to meet the demands of the profession.

Such organizational structure must remain flexible and adaptable to change. Its professional orientation should be broad and inclusive. Only an effective organization dedicated to the advancement of German studies in all their ramifications can serve as a national force on all levels of education.

In the complex structure of modern American education the individual teacher, school administrator, and parent is often inundated by day to day problems which appear unique and allow little time to search for answers. A nationwide and nationally recognized organizational structure should establish the missing communication on all levels. It should be a clearinghouse for information. Local action does not suffice. Guarding and strengthening traditional values, such organization must encourage organic growth and pioneering innovations. The realization of the potential of German studies in the United States may well depend upon the vitally and strength of the structure created to support them.

CONCLUSIONS

That there is a great potential for the advancement of the teaching of German in the United States was shown throughout the proceedings of the Symposium. This potential is as unlimited as the creative vitality and energies of the teachers and scholars in the field of German studies. Unlike other foreign languages, the advancement of German studies depends to a large degree upon outside forces to influence public opinion, but these forces are not directly within the reach of the teaching profession. Furthermore, unreasonable attitudes towards the teaching of German during the period between World War I and World War II have left scars. Of much deeper significance, however, are the many energetic beginnings which are evident throughout all reigons of the country. Scholars and teachers of German representing all age groups and many different backgrounds, as well as administrators, parents, and students have embarked on a course of advancing the study of German at all levels. The interest in a nationwide coordination of these efforts is apparent. Theoretical and applied research is needed to maintain the advances made and strengthen the foundations of the discipline. New programs may be called for.

Four committees appointed by a planning conference concerned themselves with the four general problem areas confronting the teaching of German. At the conclusion of the "Symposium on the Advancement of the Teaching of German" held in Philadelphia on December 6 - 10, 1967, these committees presented their reports and recommendations to the assembled 104 members of the profession and observers. They reported as follows:

Committee on Motivation and Rationale *We recommend:*

1. that appropriate organizations, agencies, and individuals be contacted at all levels, national, regional, and local (from states' Departments of Public Instruction to the county school superintendent, the township superintendent, the principal, the guidance counselor, even the parent-teacher organizations) in order to solicity sympathetic understanding and energetic cooperation for the establishment and strengthening of German programs in specific schools. Towards these ends, a national Ways and Means Committee should be established. One of the tasks of this committee might well be the preparation of brochures (possibly films and other media) describing the nature and purpose of German study, with suggestions as how best to approach and persuade the agencies and individuals listed;
2. that studies should be undertaken of the utilization of German language in today's American life, diplomacy, science, graduate studies, commerce, and industry, including firms from German speaking countries in the United States and American firms operating in German speaking countries;

3. that studies of attitudes influencing the establishment and expansion of a foreign language curriculum in general and the study of German in particular should be undertaken via a poll and/or questionnaires of student and public opinion;
4. that every effort should be made to assure that the choice of German as a field of study presupposes a twofold commitment and goal – competence in the German language and insight into the world of the speakers of German. As a corollary of this recommendation a study should be undertaken to determine the effect on enrollment of the teaching of the German literature in translation;
5. that with the help of professional and outside organizations substantial funds be made available for the training of teachers of FLES, for the preparation of FLES textbooks and teaching aids, and for orientation of the general public with reference to the FLES program in order that German will be able to compete successfully with the other languages in which all three desiderata already exist;
6. that a far more extensive and dramatic use be made of promotional materials and the news media to acquaint the public with the case for German study and with existing exemplary practices in the field;
7. that every effort be made to recognize excellence in teaching and learning German (e.g. awards, letters of commendation to teachers, students, parents, and school officials);
8. that we utilize all possible contacts with German speaking countries such as German nationals in our midst, travelers, prominent visitors, pen pals, and tape pals;
9. that the proceedings and results of this Symposium receive the widest possible distribution, and that they also be sent to colleagues unaffiliated with any professional organization.

The committee was unanimous at all times in considering the importance of continuity as paramount to the success of German studies. The profession agrees on the basic aims to be achieved at the various stages in the unbroken sequence of German studies from the elementary school to the college or university. The chaotic disparities that often exist tend to demoralize both faculty and students and lead to the disaffection of the student. If we can agree that language study must accompany that of literature, and vice versa, we may prevent the all too frequent occurrence that a student trained in one of the two aspects is at a loss in the other or is disenchanted if he finds no continuity in his learning. We submit, therefore, the problem of continuity is the *sine qua non* of a viable study of German. We therefore urge the establishment of a national committee of teachers of German at all levels for the purpose of formulating guidelines for a long well-integrated sequence of German studies.

On the basis of these general recommendations and additional evaluations the following specific priorities are suggested:

Research and Surveys

- a study of the learning patterns of students of varying socio-economic background at varying age levels;
- a study of the influence which the introduction of a foreign language has on the general learning process and the performance level of selected student groups;
- a study of the feasability and effect of a coordinated curriculum in which the foreign language course is used as an element of continuity throughout nine years;
- a study of student motivation in selecting and dropping German language courses at various levels;
- a study of classroom approaches to motivation from elementary school to college, their effect on the enrollment and drop-out rate, including a survey of the effect on enrollment of the teaching of literature in translation;
- a study of the effect of public opinion upon the foreign language curriculum in general and the introduction or expansion of German in particular;
- a comparison of student enrollment in schools offering German for varying number of years at different grade levels;
- a survey of the utilization of the German language in today's American life;
- a survey of the utilization of German in international education, science, and trade;
- a projective study of the use of German - or other foreign languages - for the years 1975 to 2000;

Action Programs

- development of promotional brochures, films, radio, and TV programs providing educational information concerning the study of foreign languages and specifically the study of German;
- development of an awards program for teachers, students, parents, and administrators recognizing excellence in the field of German studies;
- development of more opportunities for direct contacts with representatives of German language countries;
- development and improvement of communication among all members of the German language teaching profession and between them as a group and other concerned groups.

Committee on Teacher Training *We recommend:*

1. that the professional organization of teachers of German in the United States publish a set of standards for the training of teachers of German at the elementary, secondary, and college levels, such standards to incorporate those points outlined in the position paper;
2. that in order to insure one aspect of those standards a nation-wide overseas program for prospective German teachers be established;
3. that a committee be established immediately to examine the possibility of designing and implementing a proficiency document to be conferred on those new and experienced teachers who have reached the defined professional standards;
4. that programs be established by the profession in cooperation with various funding agencies to provide many more opportunities for experienced teachers to go to Germany periodically and to engage in in-service training;
5. that the profession provide teachers of German with many more pedagogical articles and much more pedagogical information than is now the case;
6. that a survey of German teacher training programs in United States teacher training institutions be undertaken;
7. that regional material centers and workshop facilities be established under the auspices of colleges or other educational agencies.

On the basis of these recommendations and additional evaluations the following specific priorities are suggested:

Research and Surveys	-	a survey of German teacher training programs in United States training institutions and a survey of teacher-training oriented programs in German departments of colleges and universities;
	-	a study of psychological, intellectual, and sociological factors which may be significant in the selection, training, and professional effectiveness of future language teachers;
	-	a study to develop guidelines and standards for the training of German language teachers for elementary school, secondary school, and college levels;
	-	a study to develop standards of proficiency for teachers of German according to the degree of training they have received and in relation to the level at which they desire to teach;
	-	a study of the utilization of micro-teaching techniques in local and a regional in-service teacher training programs.
Action Programs	-	development of a system to assure utilization and adherence to standards and guidelines for teacher training and teacher proficiency;

- development of a program providing teachers of German in the field as well as those preparing for the profession with an opportunity to establish and maintain direct contacts with contemporary life in German speaking countries;
- establishment of multi-district materials and documentation centers in conjunction with conference and workshop facilities;
- development of a broad variety of publications through which pedagogically sound information will reach the profession on an increased scale.

Committee on Course Content, Articulation, and Materials *We recommend:*

1. that ways should be found to make the study of German available and meaningful to all students regardless of their social or economic background and occupational aspirations;
2. that materials and equipment be developed to enable a student to reach specified objectives at his own optimum rate;
3. that a nine-year, six-year, or, at minimum, a four-year sequence be provided;
4. that the language program include the widest possible variety of instructional materials, such as specified in a systems approach to language learning;
5. that a national committee address itself to the task of defining precisely what the objectives of each learning level are and what skills, concepts, and areas of knowledge a student must have at any given level;
6. that achievement be measured in terms of proficiency levels and not credit units;
7. that ways and means be found to establish new German programs at all levels, especially on the FLES level;
8. that elementary and high school students be offered increased opportunities to apply what they have learned either through study abroad or through programs which simulate a German environment;
9. that every effort be made to develop the various phases of the Teaching Aid Project, especially the work of TASK FORCE II which promotes the development of audio-visual enrichment materials. Of particular importance in this regard is the identification of materials which are adaptable to the newer organizational patterns of the high school;
10. that the profession come to agreement with regard to the terminology used in the teaching of structure.

On the basis of these recommendations and subsequent evaluations the following specific priorities are suggested:

Research and Surveys

- a study to arrive at a commonly acceptable and simple grammatical terminology;
- a definition of the behavioral goals expected for each learning level in the German course, with specific tests and evaluative criteria to determine the attainment of these goals instead of defining proficience in terms of "credit units;"
- the development of different types of courses for students of different orientation and varying socio-economic background;
- the development of a continuous 4, 6, and 9 year curriculum for German, providing materials which fit alternates for conventional as well as flexible and modular scheduling systems;
- the development of guidelines for the teaching of German on the FLES level based on modern elementary education theory in the American school system;
- a study of the most appropriate ways of testing and evaluating achievements be it terminal or for advanced placement;
- a study of the potential of various technological media (Computer-Assisted Instruction, Television, Closed Circuit Television, Language Laboratories, etc.) for German language instructions at various learning levels, and of their potential for the correction of specific course limitations;
- the development of materials for self-teaching, which provide for individual differences in the rate of learning and are compatible with other materials systems;
- development of standards for audio-visual instructional and enrichment materials, and of guidelines for their adaptation to the newer organizational patterns of high schools;

Action Programs

- the development of multi-district curriculum materials centers to help the German language teachers;
- the creation and expansion of programs providing students with direct opportunities to apply what they have learned in their classes either overseas or in simulated German environments in the United States.

Committee on Organization and Structures *We recommend:*

> that it is the sense of the Symposium that, in affirmation of theirthat it is the sense of the Symposium that, in affirmation of their common interests, the American Association of Teachers of German and the National Carl Schurz Association create by action of their executive boards an American Council on German Studies, not as a separate organization but as a coordinating body to be served by an executive secretary. The Council would be made up of representatives of the governing bodies of the AATG and NCSA. A primary function of the Council would be to accept and disburse funds granted in the interest of German studies in the United States; the internal policies of the AATG and NCSA would remain the province of the respective organizations."

o

On the basis of this recommendation and subsequent negotiations the following steps were undertaken by the organizations named above:

In April 1968 the American Association of Teachers of German and the National Carl Schurz Association jointly founded the American Council on German Studies which was incorporated in the State of Delaware in June, 1968. Both founding organizations appointed three members of the Council's Board of Directors who in turn elected three additional members at large. The Council through its Charter and By-Laws has assured the independence of its founding organizations. The Council has decided to operate almost exclusively through them and not to develop or maintain an organizational structure except for the minimum necessary to administer its own affairs.

By September of 1968 the American Council on German Studies had received assurances of substantial financial grants. On the basis of these grants the Council has authorized the American Association of Teachers of German to: maintain and expand its teaching aid loan service; to develop plans for 3 or 4 long range FLES projects; to initiate programs activating and strengthening local professional activities in all areas. The Council authorzied the National Carl Schurz Association: to develop brochures under the title "Why Study German?"; to commision, place, and publish articles introducing and interpreting modern German language and culture; to expand and strengthen the National Federation of Students of German.

The investigation which comes to its formal conclusion with this report has shown a large reserve of ideas and energies in the field of German teaching. Beyond this, however, it has brought about new interests and new initiatives. It has proved that the determined effort of a profession can regenerate the vitality of an academic discipline. The project would not have been possible without the dedication and sacrifice of men and women who may not have been mentioned but who nevertheless deserve high praise. As American education moves towards the last quarter of the 20th century, German studies and the teachers and scholars of German will contribute to the intellectual strength and viability of our nation.

SUMMARY

The apparent lag of German studies behind the study of other modern foreign languages in the United States during the last decade appeared unwarranted yet critical. Sufficient human and material resources are available to correct this situation, but they have not been identified or coordinated. The investigation sought to define major problem areas facing the study of German and to present possible solutions. Emphasis was placed on the identification of problems needing further research or action programs.

The project sought communication and interchange of ideas and experiences within the German teaching profession. A total of 12,000 German teachers was reached in addition to state departments of instruction and college and university German departments.

In a series of meetings culminating in a Symposium attended by 104 educators, the following areas of concern were identified and discussed: Motivation and Rationale; Teacher Training; Course Content, Articulation, and Materials; Organization and Structure. Position papers dealing with each of these were prepared and served as the basis for the deliberations.

The most significant effect of the project appears to be a strengthening of morale within the German teaching profession and a new readiness for constructive initiatives.

Specifically, German studies face problems due to lingering negative public opinion. The realities of the educational system are not conducive to organized and articulated advances in curriculum development, especially in the language learning field. Additional information about the effect of foreign language study on the overall performance level of the student is needed. An increased dialogue between teachers of German and administrators, parents, and students is also called for.

In the training of German teachers, overseas experiences are considered essential. Closer cooperation and coordination of German departments and schools of education was suggested. The lack of specific guidelines for the training of German language teachers is considered a major shortcoming at this time. A definition of professional standards for various levels would be helpful.

Advances in technological aids and innovations in the organizational patterns of American schools demand new adaptations of learning materials. The study of German must be made meaningful to students of all socio-economic levels.

To further the far-reaching programs proposed in the course of this project an organizational structure with sufficient flexibility had to be created. As a result of this recognition the American Council on German Studies was established.

Recommendations for practical research in the four areas of concern were developed.

The project has helped to identify a large reserve of creative energies and imaginative leadership within the field of German studies; it is strongly recommended that support be given for the research and action proposals resulting from this investigation.

APPENDIXES

NATIONAL CARL SCHURZ ASSOCIATION, INC.

NATIONAL SYMPOSIUM ON THE ADVANCEMENT OF THE TEACHING OF GERMAN

COMMITTEE ON "Motivation & Rationale"

POSITION PAPER BY:
Professor Helmut Rehder

COMMITTEE: Mr. John Harrison Brown, Professor Helmut Rehder, Professor Guy Stern, Mr. Kermit Olson, Professor M. Phillip Leamon (Chm.)

MOTIVATION AND RATIONALE

STATEMENT OF PRINCIPLES

Ideally the choice of German as a field of study presupposes a twofold commitment goal: (a) first competence in the German language through an understanding of its forms and growth, its structure and functioning, leading to alert and intelligent responses in live situations; and (b) during and after mastering this, insight into the world of speakers of German in the past and the present, leading to a comprehension of their thinking and feelings, their ambitions, frustrations, and achievements. The one considers language as a social product of man, as one system of human communication among others, and pays little attention to the individuality of the speaker; the other is devoted to a study of the rich variety of human experience in the German idiom as it is revealed in singular works in literature, the arts, the physical and social sciences, and pays a great deal of attention to the emotional, social, and intellectual experience of individual speakers of German. It is evident that this twofold goal is rarely, if ever, fully attained in a lifetime of educational endeavor and self-discipline – not even upon the completion of a college major or an advanced academic degree! Still there is something in the nature of genuine teaching – a sort of built-in motivation – that makes us believe at the beginning of every educational enterprise that the ideal can be moved within our grasp. It prevails even where the undertaking is much less ambitious and necessarily limited. But even under the most limited circumstances the teaching of German is, or should be, oriented toward the same two goals: the (relative) competence in the German language, and through it a (relative) insight into German letters and life.

I

EXTERNAL MOTIVATION

If the inclusion of any field of learning in the curriculum of American schools and colleges were merely a matter of desirability of certain knowledge and skills, the case for German would not be a difficult one. As a culture, and as a language among other cultures and languages, German has demonstrated vigor and viability in the fact of adversity. It has contributed tangibly to practical and measurable features in American life – from "kindergarten" to "Kraftwagen" (the first automobile was constructed by Daimler in 1885); it has been involved in the formulation of even more esoteric principles in American civilization – from protestantism and its early impact on emerging capitalism to psychoanalysis and the guiding concept of the integral, "das Ganze", as developed in the thinking of Leibniz, Goethe and Hegel. Basically, the selection of German as an area of learning demands consideration of at least three premises: (a) the nature and limitations of the learner; (b) the reality and relative urgency of the subject; (c) the nature and significance of the present situation.

NEED FOR SECOND LANGUAGE

(a) By tradition and upbringing the American student is generally monolingual. Speaking only English, he is never fully aware of the fact that his manner of thinking is determined by the way in which his own language structures his thought. Being confined to his medium or element, this American student would be induced to believe that his own perspective is the only reasonable way to react to reality. Moreover, he is equally unaware of the nature of English because he has had no occasion to compare it with anything else. In order to develop a clearer understanding of his own language, and of himself, it is essential that he study a second language to a point where thorough immersion in a totally new system of oral and written symbols compels him to communicate in a tongue, different from and foreign to his own Anglo-American habits. German is particularly suited to this purpose because it is, like a cousin, sufficiently close in relationship to promise familiarity and sufficiently remote to demonstrate totally different linguistic phenomena revealing a different manner of thinking. Besides it represents a cultural reality in the modern world which makes its study eminently rewarding.

WIDE-SPREAD USE OF GERMAN

(b) German is spoken by nearly one hundred million people in a large region of Central Europe. Even though history and world diplomacy have divided this region into separate areas with claims to different cultural heritages, the entire German language area represents a linguistic and cultural potential too relevant to be considered of less importance than that of any other modern language. Moreover, there are many speakers of German and descendants of former speakers of German dispersed throughout the world – a significant number right here in the United States – who in their linguistic ways and cultural traditions have made enormous contributions to modern knowledge and ethos. They range from Carl Schurz to Werner von Braun and from Einstein to Tillich and Bruno Walter. But neither the geographical spread nor the historical heritage of German language and culture generates a compelling enough momentum to serve as motivation for a more general study of German. Such motivation could possibly grow out of the present educational situation in the United States.

LANGUAGES AND THE HISTORY OF AMERICAN EDUCATION

(c) Among the major crises in American history, at least the Civil War, World War I, and World War II, among other things, led to an awareness of public responsibility for, and a determined resolution to improve and strengthen the U.S. educational system. Each crisis tended to point up shortcomings and weaknesses in elementary, secondary, and college education. Almost invariably the shortcomings could be attributed to a narrow alternative between utilitarian (or professional) preparation and intellectual preparedness. The necessity of the former cannot be denied. The urgency of the latter must not be ignored. If we find ourselves at present in the midst of another crisis, both here and abroad, the emergency call for intellectual alertness and leadership is just as urgent as that for thoroughly trained specialists. To answer that call, the study of language – English or foreign – is indispensable. Within this frame, the study of German finds both justification and incentive.

LINGERING RELUCTANCE TOWARD GERMAN

German has shared in the general language consciousness in American education since Sputnik (1957), indeed since the revitalization of language instruction (including the instruction of English) in the early fifties. If in recent years, it has begun to lag behind the Romance languages in elementary, secondary, and college instruction, there must be underlying reasons which can be diagnosed. Some of these reasons may be vague and diffuse since they are grounded on popular opinion and possible prejudice; others are more readily definable. Searching out these reasons and devising some form of practical counter measures would therefore represent a primary, though defensive and negative, set of motivations toward an expanded program of German language instruction in this country.

TWO WORLD WARS

The main reason for popular reluctance toward an expansion of German studies is the German involvement, within half a century, in two World Wars directed against the American nation. In spite of all tokens of good will on both sides, these memories linger and are difficult to overcome. It should be pointed out that neither French nor Spanish, as languages, have to contend with the factor of past enmity. The more confidence – productive confidence – can be established between the two nations (or cultural areas), the more favorable will be the atmosphere for German instruction in this country. To some extent this creation of "atmosphere" is beyond the capabilities of the teachers of German in America. (It may be suspected, for example, that repeated reports about the resurgence of totalitarian tendencies in West Germany may have somewhat curbed the participation in German instruction in American schools.) To a considerable extent, however, the creation of "atmosphere" is within the domain of the capabilities and good will of the American teacher of German.

FOREIGN LANGUAGE STUDY IN WAR - TIME

In this respect it would be useful, though perhaps somewhat difficult, to explain to the American public the difference in purpose and function of foreign language instruction between the American and German secondary school systems: in Germany, where the curriculum is prescribed more or less on a state or national level, instruction in English and French went on unrestricted during both wars. In the United States, where the curriculum to a large extent depends on popular choice, the study of German was eliminated during World War I. The effects of this blackout are still felt in many quarters. That the American attitude on this matter is rapidly improving is indicated by the increase in the study of Russian and Chinese in American schools.

DIPLOMACY AND LANGUAGE STUDY

It may be observed that up to the conclusion of World War II, American diplomacy was largely oriented toward Western Europe, i.e. toward London and Paris. Central Europe and the knowledge of German (nearly one hundred million speakers) seem to have played a comparatively small role in foreign policy planning (cf. the relatively small number of American diplomats in Germany possessing an adequate speaking knowledge of the language). The realization of the American stake in Germany (symbolized in

1962 by John F. Kennedy's "Ich bin ein Berliner") came possibly too late to compensate for the loss through earlier cultural indifference and neglect.

THE ROLE OF GERMAN AMERICANS

It may be doubted by some that American policies on the highest international level or Germany's self-debasement had any bearing on the diminishing scale of German studies during the thirties and early forties. The fact remains that prior to World War I, German enjoyed a degree of popularity which it has, with a few exceptions, been unable to regain. The popularity during those years appears to have been motivated by emotional and sociological considerations, that is, by the cultural traditions of German immigrant groups. The cultivation of these venerable traditions is still a motivating factor of sorts; but it is of secondary importance since it is directed toward the preservation of past rather than the creation of future values. At times it is even marked by the speech habits and ideologies indicative of the period of immigration. Nevertheless, when it comes to human commitment toward the study of German no other single group might be expected to be as genuinely interested in the promotion of German studies as that of the American citizens of German descent. This is shown by the fact that during the period following World War I, a number of graduate fellowships was established at American universities by families of German immigrants who had become successful industrialists and financiers. Following World War II this source of encouragement seems generally to have run dry. It is an encouraging and remarkable phenomenon, however, that recently private foundations from German-speaking countries have through their generosity begun to compensate for this loss of support.

MERE "READING KNOWLEDGE"

Another severly damaging blow against the study of German (as well as against the study of foreign languages in general) was the self-restriction of American education to a "reading knowledge" in foreign languages. This educational policy deprived language study of its very basic motivation:
(a) it took the "language" out of language instruction by reducing the latter to a minimum study of grammar and vocabulary; (b) coupled with the political trend mentioned before, it relegated the study of German to the level of the college, and to relatively few colleges at that; (c) it produced the psychologically significant effect that responsible educators, trained in minimal courses in languages, naturally retained very little language knowledge themselves and therefore did not care to be reminded of their own shortcomings. The study of German turned into a source of embarrassment and began to be considered a waste of time.

At the risk of reiterating tediously repeated reminiscences and generalities, a statement of motivation cannot afford to ignore them. It is true that many of the factors obstructing the growth of German studies have been modified or partially removed; a fundamental reluctance still remains. The resolution to combat this reluctance and indifference provides the American teacher of German with a number of arguments for "motivation" toward the study of German, even though such arguments concern principles rather than matters of practical expedience. Studying German is equivalent to the study, in the German idiom, of the rich potential of human experience. It is therefore a humanistic discipline, and, as such, aloof of and free from any kind of political, economic, social or ideological allegiance. The American student who knows German in addition to a great many other useful and practical subjects is likely to be a more valuable citizen than the student who knows these useful and practical subjects – without knowing German. But this is a matter of opinion and may be difficult to prove.

GERMAN FOR PRACTICAL PURPOSES

Considering more positive inducements toward the study of German, it must be noted that almost every specific and tangible reason in terms of professional or scientific requirements can be questioned or refuted, however spuriously. The requirement of German in the natural and social sciences is often objected to by assuming (often erroneously) that dependable translations are readily available; also, it takes a U.S. scientist who knows German in the first place to determine what material should be translated. The demand for German language skill in certain areas of commerce and technology is widely recognized; but then, it is argued, the requirement for relatively few specialists cannot be generalized. The college graduation requirements admit of a freedom of choice so that the selection of German is left to the relative "popularity" of the subject. Even the graduate schools or graduate departments are not always fully clear about the purpose and function of their requirement of a "reading knowledge" as long as they consider the passing of an examination in one or two foreign languages merely a necessary hurdle without relating these languages more directly to the research activity of their candidates. Thus, the justification of German as a subject of learning must come from within the field itself and from the execution of its program in the hands of competent and inspiring teachers.

II

At present the teaching of German has reached an impasse and this at a time when language instruction in general appears to have made vigorous strides ahead, having been vested, to a large measure, in the elementary and secondary schools where, according to the consensus of experienced educators, "it really belongs." In spite of determined re-thinking about the purpose of language instruction – the oral, or audio-lingual approach – and in spite of a comprehensive utilization of resources – textbooks, recordings, filmstrips, slides, TV, transparencies, and overhead projectors – the volume of German instruction is receding in general, a situation which puts considerable investments in jeopardy. However, there are areas where the opposite is true and enrollment figures in German are rising (cf. Appendix).

It will therefore be necessary to examine carefully the structure and rationale of these areas. Obviously the inducements held out to future students of German must come from within the discipline itself. Motivation, though still a matter of personal commitment, must be reinforced by objective standards, determined by the degree of performance and achievement. Teacher qualification and student accomplishment have become major factors in the future growth of German studies.

There is little doubt that high school students will take that language that is taught by the most stimulating teachers. This applies to German as well as any other subject. However, when in recent years increasingly grave reports from the schools have lamented the fact that the student response to German courses is lacking because newly employed teachers are said to be boring, unimaginative, routine bound, and above all, not fully equipped to handle the German language, the problem of teacher preparation – and hence of motivation – assumes paramount importance for the perpetuation of German studies in the American school. Since this problem is the subject of a special "Position Paper" we need not, perhaps, concern ourselves with it here in detail. It deserves our fullest attention, nevertheless.

TEACHER QUALIFICATION

The question is raised whether in the college curriculum leading toward Certification for the Teaching of German there may not be an undue emphasis on German literature at the expense of an adequate training in conversation and other language skills. The question is serious; it should not be resolved in the manner of an alternative. The two aspects are of equal importance; they complement one another as the two living sides of one organism - the study of German.

LITERATURE v. LANGUAGE?

CREDITS v. PROFICIENCY?

The mere thought of a possible alternative between language and literature is regrettable and harmful. It results from the pressure of the unbelievably narrow framework of an undergraduate program which assumes that by satisfying a limited number of "credit" requirements during only four years a student might be raised from a beginner in a language to a competent teacher in that language. Several possible remedies present themselves. One is a 5-year program which calls for the inclusion of residence-study in the foreign country as a prerequisite for good teaching in any foreign language; the other bases successful teacher training on the consolidation of language studies in the elementary and secondary schools. The point is clear: both plans call for longer exposure to the foreign language and for greater assurance of continuity in that language; and both seem to reflect a genuine respect for competence and proficiency rather than the formal earning of "credit" hours.

CRUCIAL NEED FOR CONTINUITY

With the foundations of the study of German laid in the high schools, or even earlier, it is conceivable that time may be gained on the college level for a sane and balanced teacher program. This presupposes two assumptions both of which may be the result of wishful, hypothetical thinking: the general introduction of German at the latest on the secondary level, and the expansion of German teaching in both the elementary school and at the advanced high school level. The rapid enlargement of the Advanced Placement Program is a step in the right direction.* It is essential that the student beginning the study of German at whatever level can look forward to continuity rather than to fragmentation of time and subject matter; that is, that he undertake the study not only for one or two years (and then be allowed to forget the little he has learned) but for four years, with the prospect of continuation rather than a break when he proceeds to college. (The SUGGESTIONS FOR CONTINUITY OF GERMAN STUDIES accompanying this position paper address themselves to this problem.)

FLES

An ideal continuity would be a study program beginning in elementary school and continuing through graduate studies into a person's professional life. For such a program the instituting and expanding of German at the elementary school level is crucial. A lack of concern on our part for this phase of language learning will ultimately lead to a diminution of enrollment at all subsequent stages in the learning of German. The training of elementary school language teachers, the development and publication of suitable texts and aids, the arousal of interest and the solicitation of support for such a program become a matter of urgent concern.

PROCEDURES OF PLACEMENT

Consideration of unbroken continuity of language study is likewise essential when it comes to constant revision and refinement of the procedures of placement into subsequent levels of schooling. In this area further research is necessary not only in the testing of language and language learning (fluency, coherence of responses, contrastive grammar, vocabulary, syntax) but also in the testing of "background" (culture, including life and letters). In regard to the latter, the standards set by the examination might well have a beneficial effect in both directions: high school (including junior high school) and college. College departments might wish to re-examine the spectrum of their offerings precisely in the direction of "cultural" perspectives. How can "cultural" perspectives be successfully included in the training requirements for teachers when often the provisions for such training are lacking? In this area continued dialog between high school and college teachers of German - at the grass-roots level, not only in regional or national meetings - is indeed desirable.

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* The Advanced Placement Program of the College Entrance Examination Board (CEEB)

The objective of such dialog and co-operation may be stated as follows: devise ways that might enable the high schools to develop the full potential of their four-year course and thereby relieve the colleges of a teaching obligation that is often considered a burden; send freshmen to college who are fully prepared for upper-division courses, a prospect that is decidedly welcome; enable the college departments to develop programs with a wider latitude for courses including "cultural" and methodological subjects. (Whether entering freshmen might find themselves "out of touch" in a course generally attended by college juniors and seniors, represents a problem deserving further observation.) Another problem area is the possible frustration of high school teachers whose students are not placed in classes commensurable with their high school preparation in advanced German.

HIGH SCHOOL-COLLEGE COORDINATION

The thin line between high school and college, that pedagogical "no-man's land," could well stand some scrutiny. The differences in degree and direction of motivation – if there are any – between the two levels could be alleviated by the publication of guidelines, one to serve the teacher in the schools in regard to objectives and the methods of reaching them; another, to serve the entering college student in regard to the potentialities, aims and procedures of an undergraduate major in German. Indeed, it might even be desirable to establish guidelines to serve college teachers. The need for such guidelines is indicated but only partially filled by the increasing publication of teaching manuals. The demand for teaching manuals is sufficient evidence that the preparation of language teachers in German is not as thorough and reliable as it should be.

TA vs. HIGH SCHOOL TEACHER

When motivation for German studies has become closely identified with teacher performance and student achievement, the role of high school instruction will become eminently significant and sensitive. For this is an area of potential extremes – and therefore a critical area – where competent and dedicated teachers of long standing and experience might find themselves side-by-side with beginners frequently lacking in experience, balanced training, and linguistic competence and assurance. This analysis ignores the smaller institutions where language instruction (if German is included at all) is sometime undertaken with the thinnest resources, financial as well as academic. Even presupposing the availability of guidance and supervision, the position of the neophyte language teacher in high school cannot be fully compared with that of the teaching assistant in college language departments; the latter can almost daily benefit from the dialog with his equals or his senior colleagues on matters pedagogical and academic and thereby satisfy his own motivation, whereas the former is often left to his own devices. However, in regard to classroom performance, where the emphasis on "excellence in teaching" in recent years has almost become a matter of public consciousness, both the beginning high school teacher and the teaching assistant are placed under the same strain, the same responsibility. This is a particularly serious situation in larger universities where, due to the academic set-up, a considerable volume of elementary language instruction (usually the equivalent of two years of high school) is assigned to novices, i.e., teaching assistants. No doubt this situation can seriously affect the degree of motivation stimulated in the students entrusted to their care. Theoretically, no double standard is admissible: The teaching assistants' performance MUST be fully equivalent to that of experienced, full-time instructors. Frequently, it is not; but occasionally it may be even superior. One fundamental difference between teaching assistants and beginning high school teachers remains unsolved. Teaching assistants, who generally prepare for future college positions, do so under the tutelage of the subject matter department, i.e., the language department. Prospective high school teachers must meet State certification requirements and receive pedagogical training by the College of Education. In both programs we must seek the optimum balance, however, between the time and effort spent in pedagogical preparation, and the necessity for the best possible training in the subject matter. New and imaginative ways must be found for transmitting educational skills from one generation to the next. These might take the form of team teaching, workshops and courses in methods taught by the German Department.

BRIDGING THE COMMUNICATION GAP

Although there exists considerable concern about teaching excellence in the high school as well as in the college, a regrettable gap in communication seems to prevail between language teachers on the two levels. Occasional and sporadic personal contacts cannot make up for the mutual unfamiliarity regarding professional purposes and procedures. Even the local and regional chapters of professional organizations do not always seem to exploit fully the opportunities for providing unified motivation for the cause of German. Still there are promising beginnings, such as programs calling for series of exchange or guest teachers from the universities lecturing to the third, fourth and fifth year classes in the schools. There are the spirited efforts of the NCSA to reactivate the National Federation of German Student Clubs in order to provide counsel and encouragement to regional and local German language clubs. There is in the making DIE UNTERRICHTSPRAXIS, a new forum for teachers of German on all levels, promising exciting discussions of new and proven ways toward creative teaching. Similar motivation may be supplied by the determined activation of student interest (cf. Appendix). Efforts in these directions will have to come as stimuli from within the schools themselves as activities bearing distinction and holding out rewards for personal application (cf Appendix).

THE TEACHER-HIS TRAINING AND HIS PRACTICE

Activating the cause for German for its own sake demands self-identification with the subject both on the part of the teacher and on the part of the student. To achieve this purpose, the oral approach (choral and individual pattern practice) is not enough. The utilization of supplementary visual and auditive material is not enough although the extensive use of slides, films, TV strips and other pictorial material (from German agencies, the AATG

Service Bureau, the NCSA and other sources) will go far toward its realization. Even the experienced linguistic use of contrastive grammar is not enough. The sophisticated HS teacher will have to be versed in all of these aspects, and in many more. His teaching will have to be supplemented, but can never be replaced, by the laboratory, which poses a demand for technical know-how. And this teacher will continue to participate in summer workshops, NDEA institutes and similar programs; the traditional "summer school" may not prove sufficient. In addition, a meaningful sojourn in German speaking countries should be undertaken. The voluntary financial sacrifices should be supplemented by stipends from governmental or private sources. A determined effort should be made at exploring all possible sources of funding. In the end there will still be a difference of opinion among teachers of German who maintain that American-trained teachers should attain such a level of competence that the importation of native speakers becomes superfluous, and those who assert that a teacher exchange with German-speaking countries is highly welcome since it provides for stimulating instruction and wider horizons on both sides of the Atlantic.

As for the student, it goes without saying that the same foreign outlets and experiences should become available to the individual on an increased scale. It might even come within the pale of consideration whether a "compulsory year abroad" might not in the long run render greater benefit to the nation than a narrowly administered military draft.

In terms of the future it is of the essence that the human tie with the younger generation be maintained on as personal a basis as possible. By its very nature, language instruction calls for highly personal classes, classes of a size that allows such personal contact. In a mechanized society such as ours, where pressures and haste increase on all sides, even the subtlest electronic supplementation can hardly replace the spark of dynamic dedication.

In our technological age professional self-preservation demands that prudence and conviction go hand in hand. Prudence suggests that teachers of German see to it that the right individuals sympathetic to the teaching of German be placed in positions as supervisors of languages.

Conviction requires that the choice of German as a field of study presupposes a twofold commitment and goal – competence in the German language and insight into the world of speakers of German.

APPENDIX

Some of the various ways of arousing interests are described below. They represent programs known at first hand to the committee members and are not intended to be exhaustive, but merely illustrative. We should like to ask our colleagues to submit to the NCSA information about other meritorious programs.

(1) The Texas Association of German Students (TAGS) is a state-wide organization of high school and college students run entirely by and for students on both levels. Under the guidance of a faculty sponsor, they publish their own paper which is open to contributions in German from any school or college in the state. At their annual convention, attended by a large membership, they have the opportunity for mutual acquaintance and exchange and for dramatic competitions between schools, aside from practice in democratic and parliamentary procedure.

Ambitious though humble such an organization may seem to be, it has the added advantage of eliciting the students' active interest and participation in German in public dimensions. An extra-curricular activity, it draws on and vitalizes existing enrollment, but scarcely contributes toward an increase in enrollment.

(2) Particularly successful efforts of this kind are exemplified in the Indiana University Honors Program in Foreign Languages for High School Students as well as the Indiana Language Program which has been operating on a statewide basis since 1962.

The Indiana Language Program (supported by a grant from the Ford Foundation in the original amount of $650,000) and the Honors Program in Foreign Languages for High School Students (supported by a grant from the Carnegie Foundation in the original amount of $200,000) have contributed significantly to foreign language enrollment increases and, especially, to the increase in German *enrollments in Indiana.*

For example, the years and enrollment figures below will show that while there has been a general increase in language study in Indiana, where French and Spanish have increased up to 200 and 300 percent, the study of German shows an increase of nearly 500 percent indicating an enormous deferred demand.

Grades 7-12

1959	1,630
1962	4,843
1963	5,891
1964	8,394
1965	9,890
1966	10,650

THE INDIANA LANGUAGE PROGRAM

There are several ways in which the Indiana Language Program has helped to develop this increase in enrollment: 1) Incentive Scholarship Program, 2) Teacher Development Overseas Program, 3) Institutes and Seminars.

In 1963 the Indiana Language Program set into motion two programs which enabled both students and teachers alike to take advantage of scholarships and grants available for academic improvement. The High School Incentive Scholarship Program has successfully supported 18 students studying German for a duration of seven semesters at $250 per semester per student.

In German

1963-64	3 new awards
1964-65	3 new awards
1965-66	4 new awards
1966-67	3 new awards
1967-68	5 new awards (expected)

The T.D.O.P. (Teacher Development Overseas Program) grants have enabled elementary and secondary school teachers to study German in Germany. Since 1963, 19 Indiana teachers have traveled abroad under such financial assistance from the Indiana Language Program. Each grant paid a stipend of $700. The Indiana Language Program has sponsored Institutes and Seminars in Methods, Language and Literature and Civilization - all of which included sections devoted to Germanic Studies.

Students and teachers have been made to feel that what they are doing is, indeed, important, and a whole new spirit has been established which has placed German, as well as all other languages, in a new light.

Leadership at all levels has contributed to increased enrollment. However, leadership is not always spontaneous in nature and in order to develop the needed leaders, the Indiana Language Program formed High School-College Regional Conferences. The state was divided into a number of regions or districts and the top people in each area were asked to chair the conferences. These conferences meet periodically and deal with problems and needs of each area - language enrollment is always a consideration.

THE HONORS PROGRAM IN FOREIGN LANGUAGES FOR HIGH SCHOOL STUDENTS

Those who are chosen to take part must be juniors who have studied the relevant foreign language for at least three consecutive years, and who are attending a private, public or parochial high school that offers a full fourth year of course work following participation in the program.

Careful selection is necessary for the success of a bona fide study program. Screening includes the testing of listening skills of all the applicants, an examination of academic records, health, attitudes, hobbies, skills, and, finally, character through pertinent written and verbal recommendations.

Financial Assistance

The low price ($650 for Spanish and $950 for German and French, which includes transportation, insurance, instruction, board and room, and local field trips) and the possibility of financial assistance where necessary, are other unique features of this honors program.

(3) Another program that has enhanced motivation is the Work-Study Program in Hamburg of the Department of Germanic Languages at the University of Cincinnati. Financed by a grant of the Office of Education, it tries to provide total cultural immersion. It combines classes at the University of Hamburg and at the Hamburg Center of the University of Cincinnati with living in German homes and working at jobs related to the student's professional aspirations. The empathy between American students and German co-workers on the basis of mutual professional interests has stimulated further study of German by the participants and has often made them into advocates for German studies on their respective campuses.

GUIDELINES TO ACTION

(1) We recommend that appropriate organizations, agencies, and individuals be contacted at all levels, national, regional, and local (from states' Departments of Public Instruction down to county school superintendents, township superintendents, and principals) in order to solicit sympathetic understanding and cooperation.

(2) A study should be undertaken of the utilization of German language in today's American life, industry, science, commerce, diplomacy, etc.

(3) A study of attitudes influencing the establishment and expansion of a foreign language curriculum in general and the study of German in particular should be undertaken via a poll and/or questionnaires of public opinion.

(4) Every effort should be made to assure that the choice of German as a field of study presupposes a two-fold commitment and goal – competence in the German language and insight into the world of speakers of German. As a corollary of this recommendation a study should be undertaken to determine the effect on enrollment of the teaching of the German literature in translation.

(5) That with the help of professional and outside organizations substantial funds be made available for the training of teachers of FLES, for the preparation of textbooks and teaching aids, and for orientation of the general public in order that German will be able to compete successfully with the other languages in which all three desiderata already exist.

(6) That the proceedings and results of this symposium receive the widest possible distribution, and that they also be sent to colleagues unaffiliated with any professional organization.

Suggestions for Continuity in German Studies

The committee was unanimous at all times in considering the importance of continuity as paramount to the success of German studies. The profession must agree on the basic aims to be achieved at the various stages in the unbroken sequence of German studies from the elementary school to the college or university. The chaotic disparities that often exist tend to demoralize both faculty and students and lead to the disaffection of the student. If we can agree that language study must accompany that of literature, and vice versa, we may prevent the all too frequent occurence that a student trained in one of the two aspects is at a loss in the other or is disenchanted, if he finds no continuity in his learning. We submit, therefore, the problem of continuity is the *Sine qua non* of a viable study of German. We therefore urge the establishment of a national committee of teachers of German of all levels for the purpose of formulating guidelines for a long well-integrated sequence of German studies.

NATIONAL CARL SCHURZ ASSOCIATION, INC.

NATIONAL SYMPOSIUM ON THE ADVANCEMENT OF THE TEACHING OF GERMAN

COMMITTEE ON "Teacher Training"

POSITION PAPER BY:
Professor Walter F. W. Lohnes

COMMITTEE: Professor Walter F. W. Lohnes, Mr. John P. Dusel,
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During the academic year 1965/66, less than half of the German teachers covered by the National Carl Schurz Association - Modern Language Association survey had majored in German in college. The purpose of this paper is to address ourselves to the problem of improving the training of German Teachers and not to the problem – essentially an administrative one – of using untrained teachers to teach German.

The training of German teachers in all levels, elementary, secondary, and college leaves much to be desired. For instance, most young Ph.D's begin their career by teaching language courses; many of them spend the rest of their lives teaching undergraduates; and yet, in most institutions there are no provisions for training these young men and women in one of the most important aspects of their future career – teaching methodology. Unsupervised teaching assistantships may provide necessary staff for lower division courses, but they are no substitute for adequate teacher training.

In order to achieve truly professional standards, comparable to those in law and medicine, it is necessary to have the cooperation of departments of German, schools of education, and other teacher training institutions and of the state departments of education.

German Departments should consider it of major importance to train teachers. In addition to training literary scholars, no matter what degree he is working on and what he will ultimately teach, must learn German first. If beginning students are taught by competent teachers there will be an appreciable improvement on all levels.

Schools of education should recognize the fact that a future German teacher's language training must not stop after two years of college German. Even on the graduate level, a student needs to improve his command of German. Graduate programs in education should therefore be closely coordinated with the programs offered in the German departments.

This position paper sets forth the following:

(1) The qualities necessary for teachers of German in the United States.
(2) Guidelines for the training of teachers of German.
(3) Specific proposals for implementing this program on a nation-wide basis.

I. Qualifications of the Future German Teacher

1. He should be able to comprehend, speak, read, and write standard contemporary German with a degree of competence corresponding at least to "good" according to the Modern Language Association definitions.

2. He should have a solid foundation in applied linguistics, stressing the contrastive structures of German and English.

3. He should be acquainted with the basic facts of German culture, both past and present.

4. He should have first-hand knowledge of contemporary Germany through controlled study in Germany under the supervision of highly qualified American teachers.

5. He should have a thorough acquaintance with up-to-date teaching methods and materials, including the teaching of intermediate and advanced classes, and should be familiar with language laboratory techniques and other technical teaching aids.

6. He should have completed a student teaching assignment in German or should have served as a teaching intern at the elementary, secondary or college level for at least one academic year under the close supervision of a master teacher.

II. Guidelines for the Training of Teachers of German

Although most colleges and universities and state departments of education have set up standards for training foreign language teachers, there is little nation-wide agreement on a set of standards. Since it seems desirable to assure some common level of excellence on a nation-wide basis, we propose the following guidelines for the training of teachers of German:

1. Competence in the four skills on the level of "good" as measured by the Modern Language Association proficiency test cannot, even under the best of circumstances, be expected of a college student after three or four semesters of language training, and yet these three or four semesters are very often the only formal language training the beginning teacher is given. Upper division courses in composition and conversation are often unsatisfactory, and literature courses taught in German will improve only the student's listening comprehension and reading ability. The two "active" skills speaking and writing, are sorely neglected.

Therefore, the formal study of the German language must not be abandoned after the "basic" courses. Students in upper division courses, especially those majors preparing to teach, should continue formal language training up to the B.A. Pattern drills in a third or fourth-year college course can be just as useful as in a beginning course. Only through constant practice over a period of years can a student achieve an automatic command of the language.

Even on the graduate level, language training must be continued. Graduate departments should administer the Modern Language Association Proficiency Tests for teachers and Advanced Students to all incoming students for diagnostic purposes. Those students who do not score satisfactorily should be given formal opportunity to correct their deficiencies. Courses *about* the language will not serve this purpose, though they must be part of the program.

All advanced and graduate German courses should be taught in German rather than in English.

Schools of education and other teacher training institutions in their language education programs leading to the degree of Master of Arts in the Teaching of German (M.A.T., Ed.M., and Ed.D) must not neglect the language training of candidates for these degrees. It does not suffice to assume that a certain number of undergraduate German courses fulfills the requirement in subject matter training. The language competence of an M.A.T. or an Ed.M. in German should be equivalent to that of an M.A. in German. This training can be achieved by close cooperation and coordination with the German departments in the same institutions.

From the very beginning of the college program, the student should be made aware of the crucial importance in German of syntax, sentence intonation, and context. These elements are not now sufficiently stressed, even in audio-lingual texts; further steps must therefore be taken beyond the audio-lingual method to train truly competent students of German. This is particularly important in advanced language training.

2. While courses in general linguistics are doubtlessly valuable to the future German teacher, training in German applied linguistics is indispensable.

German syntax should be an area of major concern. A thorough understanding of syntax, of which sentence intonation is an inseparable complement, is of great significance for anyone teaching German. A course in syntax should be required of all candidates for teaching degrees.

Morphology should be taught as a function of syntax, and a course in phonology should be closely coordinated with candidates' training in phonetics. All courses in linguistics should stress contrasts between English and German to point out the areas of differences and difficulty.

3. The teaching of culture, especially of "culture with a small "c", has been a controversial subject for years. Most objections are based on the assumption that it is impossible to teach as complex a culture as German and that, at best, the students will get a superficial grasp of a random collection of insignificant data.

This assumption is patently wrong. Cultural anthropology has developed ways of describing culture that can be highly useful for the training of language teachers. Language reflects culture and vice versa, and if culture is considered as communication, then language is merely the most highly elaborated form of culture. Studying a foreign language should lead to a heightened awareness of the student's own language and culture.

As soon as feasible, materials should be developed that will allow the teaching of German culture. The description of a large number of cultural phenomena, arranged in a systematic way, should provide the background against which the German language is learned.

The basic understanding of German "culture" (Culture with a small "c") should be supplemented with knowledge of more formal elements of German culture: history, fine arts, politics, economics, etc.

The study of German literature and *Geistesgeschichte* should continue to occupy a major position in the training of any teachers of German. However, it should not be pursued at the expense of all other aspects of German studies.

The artificial barrier between "language" and "literature" should be broken down once and for all.

4. Even though a limited number of colleges throughout the United States are conducting programs of study abroad, the Committee feels that a center should be established in the Federal Republic of Germany to augment the present opportunities for prospective teachers of German. This center should be directed by the profession and be open to all prospective teachers in the United States who meet the requirements for admission.

5. All candidates should have a comprehensive course in methods of teaching German. General courses on how to teach foreign language do not suffice. Each language has too many methodological problems of its own, and knowing how to teach Spanish or Swahili does not necessarily qualify one to teach German. Native Germans should not be exempted from this course; they usually need it more than native Americans. This methods course should not be isolated from the student teaching experience. It should definitely include observation of classes on all levels.

Among the topics to be included in a sound methods course should be the following:

a. Motivation of the student (paramount importance)
b. Psychology of language learning.
c. Pattern practice (its uses and abuses)
d. Evaluation, testing and grading
e. The teaching of the basic skills
f. Articulation of foreign language curricula
g. Language laboratory techniques
h. Integrating culture and language
i. Selection of foreign language materials (Every foreign language department should have a collection of materials.)
j. Techniques for increasing vocabulary power, including visuals
k. Choice and use of hardware, the overhead projector, the motion picture projector, the tape recorder, etc.
l. Value of professional organizations and publications
m. Lesson planning
n. The power of review in foreign language teaching (The text series that can do this has not yet been written.)
o. Goals for various stages of foreign language learning
p. The latest developments in programmed learning and modular scheduling.

6. The student teacher or internship program should be at the level appropriate to the interests and abilities of the teacher candidate. As matters stand now there are usually student teaching and internship programs at the elementary and secondary levels, but rarely at the college level.

The type of program may depend on local conditions; but each candidate should be carefully supervised and should, at the end of the program, demonstrate his ability to teach German.

In order for a college to have an acceptable internship program, the teaching assistants should work under the supervision of a staff member, preferably the one who also teaches the methods course, and their teaching should be closely controlled. Teaching assistantships should not be used merely to give financial support to graduate students.

In any kind of teacher training program, as much use as possible should be made of video-taping, possibly based on short units taught by the student himself. We should also not neglect the potential use of video-tape libraries.

7. In order to improve the future teacher's change for a successful career, some psychological screening during his training is advisable. Part of the evaluation should be an assessment of the candidate's ability to motivate his students.

III - SPECIFIC PROPOSALS FOR IMPLEMENTING THIS PROGRAM ON A NATION-WIDE BASIS

In order to give impetus to the suggestions made previously in this document, certain actions can be taken to encourage teacher training institutions to improve their present program for prospective teachers of German. The committee also recommends action to assist and stimulate those presently teaching German to update their methodology and their knowledge of German culture and language.

1. An Area Center in Germany

This center should be administered by the AATG and staffed by a rotating faculty. Students would attend the Center for at least one semester at a suitable time during their training as German teachers.

The Center should be located near a large cultural center, but not in the city itself. It should not be connected with a German university since the training required by an American student cannot be integrated with a German curriculum. The academic program should be tailored specifically for the needs of future German teachers in the United States.

The financing of the program would consist of a combination of support from the individual, the United States Government, and private sources both in this country and in Germany.

Staffing. There should be a permanent resident director to assure administrative continuity; his term of office might be three or five years. The teaching staff should consist of two or three senior members to teach the major courses and about five junior members, who are themselves experienced teachers at the elementary or secondary levels, to teach small language drill sections and practical methodology.

Academic Program. The program of the Area Center should consist of the following three major components:

a. Intensive language training in small groups and remedial phonetics as needed.

b. The culture courses mentioned earlier in this paper. (It seems most reasonable to give these courses in Germany, where the entire country can serve as a "living laboratory" and where native experts are easily available.)

c. An area studies program to acquaint the student with various German institutions.

Work Program. The Area Center, through contacts with various German agencies, should make it possible for the students to spend a few weeks or months working or living independently in Germany.

2. *German Proficiency Document.*

True professionalism depends upon national standards set by the profession itself. By issuing a proficiency document to teachers of German, the AATG will publicly state that the bearer of this document has successfully demonstrated his ability as a teacher of German.

"Certification" by the profession does not imply an attempt to create a nation-wide lockstep operation, but rather to assure a high level of performance of all teachers approved by the profession. Nor does it imply an infringement upon the liberty of departments of education and other agencies to license teachers. However, by requesting this proficiency document, licensing agencies can be assured that the candidate has demonstrated his ability to teach German.

The writers of this paper recommend that a committee be established to formulate the details for evaluating candidates and issuing the German proficiency document.

3. The AATG should find more ways and means than currently available of enabling German teachers on all levels to spend at least three months in Germany every few years.

4. There is great need for regional materials centers in the U.S. with facilities for meetings and workshops. Such centers might be under the auspices of a college German department, a state department of education, a local school district or other organizations.

5. A system of professional counselling should be developed by local and regional AATG chapters, in which young, inexperienced teachers would be visited or could consult with colleagues with experience in the teaching of German at the same level as the inexperienced teacher.

6. The AATG should encourage interchanges of teachers for short periods of time. Teachers on the elementary, secondary, and college levels should occasionally visit each other and/or teach, where legally possible, to establish closer articulation and communication among levels.

7. Through the *GQ* or some other organ like *Unterrichtspraxis*, the AATG should systematically provide the profession with methodological articles in addition to the scholarly articles now provided.

8. The local chapters of the AATG, strengthened by an active national organization, should call regional conferences to coordinate teacher training. Such conferences might be held with

representatives of a state board of education, schools of education, graduate departments in the area, and outstanding secondary school teachers to insure smooth continuity on all levels of training.

9. A survey of teacher training programs in the United States should be undertaken, including scope and content of methods courses.

NATIONAL CARL SCHURZ ASSOCIATION, INC.

NATIONAL SYMPOSIUM ON THE ADVANCEMENT OF THE TEACHING OF GERMAN

COMMITTEE ON "Course Content, Articulation & Materials"

POSITION PAPER BY:
Mr. Frank Grittner

COMMITTEE: Professor Emma Birkmaier (Chm.), Dr. Robert Cloos, Mrs. Dorothea Bruschke, Professor C. R. Goedsche, Professor Klaus Mueller, Mr. Frank Grittner, Dr. Hedi Oplesch.

The committee in presenting this paper to the Symposium called attention to specific elements which it considered recommendations. Marginal numbers indicate these recommendations.

A. German in the Modern American Comprehensive School.

1. The Needs of Students with Different Vocational Objectives and Different Socio-Economic Backgrounds.

If a humanistic rationale for the study of foreign languages is accepted, then we have a basis for establishing a course of study which applies to all students regardless of their occupational aspirations and socio-economic background. In a dynamic world society, it is essential for all future citizens - not merely for those who are college-bound - to gain some insight into the reasons for the existence of varying attitudes and patterns of behavior among the non-English-speaking peoples of the world.

Those students who delve more deeply into the literary aspects of German can profit greatly from training which requires them to communicate directly in German. Thus, the college-bound student, if he is to read German fluently and pleasurably, must develop essentially the same skills and attitudes that are considered desirable for the student whose interests are non-academic.

It would seem, then, that the great majority of American students in the age range from eight to eighteen could profit from the study of German. However, it would also appear that a primary goal for those students is to develop the ability to communicate in the language. This implies the ability to express oneself understandably when speaking or writing, and to draw meaning by direct association from hearing German speech and from reading German books and periodicals. The student must also learn to associate German cultural referents directly with the German words and expressions which he commits to memory. In more specific terms, this means that the student will acquire considerable specialized knowledge of social patterns which pertain to various aspects of German life. Such knowledge should be interwoven into the day-by-day instructional activities, and as much as possible, the German language should be the vehicle through which these cultural phenomena are assimilated.

2. The Problem of Foreign Language Teaching in the Comprehensive School.

For the majority of American students, the high school offers the last formal opportunity to explore the world of ideas. If advantage of that chance is not taken in the period of childhood through adolescence, it is, for all intents and purposes, lost. In recent years, a very large segment of the school population has been denied the unique intellectual experience of learning a second language. The practice of guiding students away from languages and from other challenging academic subjects constituted a sharp break with earlier curricular policies of the American high school. For example, in the period preceding World War I, surveys by the U.S. Office of Education show that up to 80% of all high school students were enrolled in one or more foreign languages, despite the fact that only a small percentage of students were going on to college. Many persons responsible for establishing secondary educational policy in the late nineteenth and early twentieth century looked upon high school as the "poor man's liberal arts college." As the Report of the Committee of Ten expressed it in 1890, the student should have the "opportunity to . . .discover his tastes by making excursions into all the principal fields of knowledge. The student who has never studied any but his native language cannot know his own capacity for linguisitic acquisition; and the student who has never made a chemical or physical experiment cannot know whether or not he has a taste for exact science."

Perhaps the strongest influence on the school curriculum was the upward extension of compulsory education. As secondary education moved through the first half of the twentieth century, the number of students who were in high school by legal compulsion rather than by choice grew from 250,000 in 1892 to over 8,000,000 at present. This circumstance produced a student body with a wide range of abilities and motivational drives. The problems created within the classroom by the resulting disparity between the achievements of the slow and the fast learner have never been fully solved. Yet, all across the nation the predominant pattern has been to establish within a single building a school curriculum for all children. It is obvious, then, that the problems resulting from divergent student abilities must be solved within that institution known as the comprehensive school.

In many schools the problem has been approached by grouping students according to achievement and by adjusting the instructional pace to the ability of each group. More recently, there has been a trend toward the establishment of selective criteria which a student must meet in order to be eligible for language study. In actual practice, no selective criterion can be credited with a high degree of success. The initial screening procedures arbitrarily deny a significant educational experience to too many American students for reasons unrelated to the merits of the subject matter or the competence of the student.

Grouping for the sole purpose of college preparation implies that foreign language study is not a significant general educational experience, that it is merely a requirement for college entrance which is best gotten out of the way as soon as possible. The German teacher who accepts exclusively the "college prep" criterion is contributing to the belief that foreign language study has no genuine contribution to make to general education. If this is the case, then it would appear that we already have enough high school students enrolled in German to supply the future needs of philology and literature. It would also follow, then, that there is no further need for this symposium with its implied purpose of broadening the base of enrollments in German.

Ability grouping has often proved inadequate. Despite all efforts to produce homogeneous sections, the German teacher still finds himself with a classroom full of students of widely varying abilities. And the teacher who steps into that classroom is frequently of the opinion that all students must be moved through the same body of subject matter at the same rate. The result is almost always the same; the fast learners tend to become bored because they move faster than the lockstep allows; meanwhile, the slow learner begins to flounder. And, since language learning is so heavily dependent upon the cumulative acquisition of skills and knowledge, the slowest learners are soon hopelessly behind. The grading system further complicates the problem. The slow learners are assigned D's or F's as punishment for their learning rate, and the fast learners are given B's or A's even though they are often performing far below their potential.

Some German teachers, however, have worked successfully with small groups of students of varying ability within a classroom or within the language laboratory. Frequently, these teachers have received special training in the techniques of in-class grouping. Under these conditions, testing must be reoriented to the measurement of a student's progress in relation to his potential rather than in relation to an absolute standard. Clearly, a change in this direction would also require new types of materials for instruction and evaluation. If this is not feasible, then some other approach must be found which is compatible with the American school.

(1) *Ways should be found to make the study of German available and meaningful to students regardless of their social or economic background and occupational aspirations.*

3. Flexible Schedules and Individualized Learning.

The conscientious German teacher is faced with a dilemma when he tries to cope with the problem of teaching students with a wide range of abilities and interests. In recent years, there has been an attempt to reorient the curriculum so that each student can progress at a pace which is commensurate with his ability. In this process, the subject matter is divided into a number of sequential steps, each of which is described in terms of behaviors the student must exhibit before he is allowed to proceed. In such an individualized program, each student is able to progress more nearly at his optimum pace. Thus, whether progress is fast or slow, learning is thorough; the student must prove his mastery of one unit of work before being allowed to proceed to the next unit in the sequence. The goal of the class is to learn German rather than to log a certain number of credits.

Several types of flexible schedules are now being tried in many parts of the country. The introduction of such innovations requires basic changes in the way languages are taught. An example of such a format illustrates the type of adaptations which a German staff will be required to make when flexible scheduling is adopted by the local school system:

a. Fifteen modules of time per week are allocated to each language. Each module is 20 minutes in length, which is comparable to the traditional allocation of time; i.e., 15 x 20 minutes = 300 minutes; 5 x 60 minutes = 300 minutes.

b. Five of these 20-minute modules are committed to structured classroom activities. (They may be scheduled back-to-back to provide two 40-minute sessions and one 20-minute session or may be daily 20-minute meetings.)

c. Four of these 20-minute modules are committed to structured laboratory activities which are supervised by the teacher. (This presumes adequate laboratory facilities and materials.)

d. Two of the 20-minute modules are scheduled back-to-back to provide one 40-minute large-group meeting each week. (For example, all first year students are brought together to view a film, to be tested, or to engage in some other activity which is suitable for large-group presentation.)

e. Four of the 20-minute modules are used for various self-study activities. Some students will go to the laboratory where they may engage in remedial or enrichment activities according to their special needs. Other students may go to small-group instructional sessions supervised by regular teachers or the para-professional staff. Others may work in an instructional materials center where all types of audio-visual and printed materials are available. In still other cases, students may meet with the teacher on a tutorial basis.

All of this implies very considerable dependence upon individual study, which, in turn, implies the need for self-instructional materials and for programmed audio self-testing and self-checking homework components.

(2) *Where schools are moving toward the flexible schedule, German teachers would do well to prepare, select and adapt in advance, materials which the student can use by himself or which he can use with the help of para-professional personnel. There is a need for constant achievement testing to determine whether or not a student is ready to proceed to the next unit of work.*

Small conversational groups should be established to allow spontaneous application of pre-learned language patterns. This calls for a different approach to physical facilities and a different manner of staffing. A clerk or librarian might distribute the tapes in the laboratory, the conversational sessions might be directed by a native German aide, while pattern practice, grammatical explanations or literary and cultural interpretations might be given by the master teacher who directs the entire enterprise. It is imperative that one competent person be in charge to make certain that all activities are well planned and carefully coordinated.

In a program such as this, the student is given credit for what he has actually achieved. By graduation time, he would have on his record a series of test scores showing his achievement in listening, speaking, reading, writing, and in other relevant skills and areas of knowledge.

Flexible schedules and directed independent study show great promise. However, proper equipment and materials and a great deal of advanced planning are needed. At present few suitable materials are available. If the flexible scheduling movement sweeps across the country (and indications are that it will), then it can be either a boon or a national disaster for the teaching of German. Success will come in direct proportion to the degree of preparedness in two areas: The first is teacher efficiency and adaptability. The second has to do with the type and amount of instructional materials and equipment which the school makes available to the German program.

4. The Establishment of a Sequential Program:

The following is a list of recommendations concerning the establishment of a coordinated sequential program:

(3) a. *The primary objective should be the establishment of a four-year program as a minimum. (Grades 9 - 12)*

(4) b. *Where school organization permits, and where a 9 - 12 program is in effect, the school system should be encouraged to extend German to grades 7 - 8 or below. Every effort should be made to establish a separate sequence for students who continue their study of German beyond grade eight. It is not advisable to combine continuing students from grade eights with those who are beginning the study of German for the first time in grades 9, 10, or 11. Close cooperation between the German teacher and the guidance department is required.*

(5) c. *Scheduling experience has indicated that high school foreign language instruction should begin in the first year of a junior high school only, or in grade 9.*

(6) d. *Pupils who have completed several years of a German FLES program in elementary school should continue to be grouped together in junior high school, and a separate unit or grouping should be organized for those just beginning German at this level; to do this, a "multi-track" system for foreign languages will be needed in the junior and senior high schools.*

(7) e. *Regardless of how early such study is first introduced, each German student should be assured that courses will be available from the point of beginning through the twelfth grade.*

In some cases this may require a departure from the practice of holding full-period classes five days per week. For example, elementary pupils may have short daily periods while high school students may attend on alternate days in grades 11 and 12. In other cases, teacher-supervised self-study courses might provide advanced study where too few students have elected German to justify a class of normal size. In order to establish a longer continuous course of study, many schools have found it necessary to break with the tradition of offering languages on a full-period or five-day-per-week basis.

Below is a sample of one scheduling pattern being used today¾

GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CREDITS
6 (or below)	30 minutes daily, five days per week					
7	½ period	½ period	½ period	½ period	½ period	½
8	½ period	½ period	½ period	½ period	½ period	½
9	Full period	Full period	Full period	Full period	Full period	1
10	Full period	Full period	Full period	Full period	Full period	1
11	Full period		Full period		Full period	3/5
12		Full period		Full period		2/5
					Total	4

The above schedule allows a student to stay with German until he has achieved considerable mastery of the language. Also, it permits him to alternate other subjects with advanced foreign language courses in the senior high school. (Personal typing, gym class, and music or another foreign language are but a few of the numerous possibilities.)

(8) *In many small schools across the nation German teachers have successfully established ungraded programs within the traditional schedule. This makes possible the offering of advanced classes. Such a situation calls for special teacher preparation and for the same type of materials discussed in connection with the flexible schedule. Such a program allows capable students to achieve at a level far above what is possible within the confines of the typical schedule.*

B. Articulation of the German Program

1. Establishing Coordination Between the High School and the College German Program

The problem of establishing a clear relationship between secondary and higher education has existed since the early days of the American high school. Less than 10% of the students in the late 1900's continued their studies beyond the secondary level. Nevertheless, this minority caused enough consternation to educators to impel them to try an organized approach to the problem of college entrance. Early attempts at a solution gave rise to two developments: the entrance examination and the admission certificate. Today, when over a third of all high school students enter college, there is some question as to the efficacy of the two solutions to the problem of articulation from high school to college. In German, both procedures are in evidence today. The examination approach is either proficiency or book oriented.

The system of equating high school courses with college courses is simpler, at least on the surface: Two years of high school German are commonly equated with one year of college German. Neither of these approaches is entirely satisfactory.

a. The Proficiency Examination

Testing incoming freshmen on their language proficiency rewards the student who has achieved maximum skill in the language while minimizing the penalty against those students who have been exposed to less than adequate instruction in German.

(9) ***Wherever feasible, this examination should be taken directly at the end of the high school sequence and the grades forwarded to the college concerned. The MLA Cooperative Test (L & M Forms) are at present the best instruments available.***

b. Placement by Means of Equating Courses

The practice of equating two years of high school German with one year at the college level assumes that course content is essentially the same at both levels and that the difference is the pace at which that content is covered. Problems develop in direct proportion to the disparity which exists between the content of the two programs. According to the Rabura study the differences are irreconcilable and attempts at establishing uniformity of content might best be abandoned in favor of proficiency testing. Clearly there is a need for further research to determine whether or not the purpose and structure of secondary and higher education are so divergent as to preclude compromise. Yet logic should seem to tell us that the basic objectives of German instruction are largely the same at the elementary and secondary levels as they are at the college level. It is not a question of where the student is headed; it is more a question of what he can do best at a given age level. The college student, for example, may be best able to engage in abstract reasoning; the FLES student in phono-logical drill work; the junior high school student in free oral expression. From this one can readily understand that four years of high school German do not equal two years of college German. The entering college freshman with four or more years of high school German is in subtle ways different from the college junior who has studied German only at the college level.

(10) *Thus, it is logical to establish separate courses for entering freshmen.*

The high school teacher has the obligation to make available information regarding the performance level of his students in the various skills. Then, if "coordination" and "cooperation" are to have any real significance, the college teacher must create courses which allow entering freshmen to continue from whatever point they have reached by the end of high school. This calls for widespread agreement throughout the German program. Section "D" of this paper contains, as an example, a set of instructional objectives worked out by a committee of junior high, senior high, and university German teachers in Wisconsin. It is an attempt to define minimal content for a six-year sequence beginning in grade seven and for a four-year sequence beginning in grade 9.

(11) *On a national basis, a similar committee should address itself to the task of defining precisely what skills, concepts, and areas of knowledge a high school student must have before the community of German teachers will agree that he has learned German.*

Until some such designation is made, the entire system of equating courses will continue to be of questionable validity.

2. The Influence of Entrance and Graduation Requirements on the High School Program

There is a very practical reason for abandoning the two-for-one credit-matching entrance requirement. The reference here is to the historical pattern of the local high school policymakers who have invariably converted minimum credit recommendations into standard local requirements. When the colleges and universities suggest a two-year minimum for college entrance, they are contributing directly to the retardation of foreign language study throughout the nation. No amount of fine language about "quality programs" will help. Once the two-year pattern is set it affects all students including the terminal student. Not only does the latter leave school with the dissatisifed feeling which comes from an incomplete learning experience, but his dissatisfaction adds to that growing pool of Americans who declare that significant foreign language learning is impossible.

(12) ***This committee recommends the incorporation of four units rather than two as requirements of the regional accrediting associations.***

(13) ***We recommend that these associations prescribe a minimal acceptable score on a national standardized efficiency test for students and teachers.***

(14) ***We recommended that small schools offer only those languages for which four year sequences can be established, even if that means that only one foreign language is taught. To be sure, German will be excluded in many cases, but in other instances it will be the language selected.***

Information about degree requirements is less harmful than establishing entrance requirements, particularly if degree requirements can be satisfied wholly or partly at the high school level. Again, proficiency tests could be used to determine the student's actual progress toward fulfilling the degree requirements of a given institutiont. This approach would tend to emphasize positive achievement in the language rather than minimal fulfillment of requirements.

B. Advanced Placement Program in the High School

(15) ***In addition to the Advanced Placement program, which at this time fulfills the needs of a small minority of literature oriented students, it is recommended that a similar program be developed to satisfy the needs of students who wish to take advanced work in developing their foreign language skills.***

3. Establishing Program Continuity from the Elementary School through High School

Of a given group of 5th grade youngsters more than 90% will finish junior high school, 70% will graduate from high school, 35% will enter college, and 19% of the original group will graduate from college. These figures dramatize the need for high school German teachers to establish proper lines of communication between themselves and the elementary and junior high school levels. In fact, this is a higher priority task than the articulation of programs between college and high school. For, while failure to establish the latter continuity can cause unpleasant feedback, a comparable failure with regard to the junior high school program can bring about a drastic reduction in enrollments and discontinuation of the high school German program. In too many cases high school German teachers seem to be content with the established senior high school program while other foreign language teachers lay claim to their potential students in grade seven or earlier. Where these competing languages have established sound, long-sequence programs, German has suffered. Positive action is needed! This means the establishment of relevant, sequential programs beginning both in elementary school and in grade seven.

(16) *It is, therefore, recommended that a study be made to determine ways and means of establishing new German programs at all levels from elementary school to college.*

(17) *There is also the need to develop curricula which are relevant and teachable to American students at each age level. Better ways need to be found for matching German programs with the interests and abilities of students.*

Some universities and colleges are now offering courses on a pass-fail basis. Thus, the student who has elected language purely for its humanistic value need not worry about suffering a grade-point loss as a penalty for having an interest in a subject area not directly related to his main field of interest. Perhaps this approach should be adapted to some high school foreign language programs.

With regard to the total program from elementary through secondary school, the issue of leadership is vitally important.

(18) *Articulation is best achieved where one person has the authority to coordinate the program and the testing it calls for.*

Regular meetings in the local school district involving all teachers from all levels of instruction are conducive to improving articulation. Curriculum guides and instructional objectives are of little use if they are not used. And the best way to stimulate use is to get all teachers actively involved in the application of the curricular material to their particular teaching situation. This committee therefore suggests the following means for improving articulation:

(19) *a. promotional materials such as films, filmstrips, booklets and pamphlets which illustrate the educational values to be derived from studying foreign languages, in this case German, these designed to be shown to administrators, guidance personnel, parent groups, and to the students themselves*

(20) *b. a public relations program which will convince parents to help guide their children through a complete 9-year, 6-year, or 4-year program, whatever the case may be*

(21) *c. the involvement of the teachers in the development of course objectives and curriculum guides and the application of these to their classes*

(22) *d. visitation among teachers within a school system (from elementary school through high school), between schools of different school systems, and between colleges and public school systems*

(23) *e. a regular inservice training program with predominant focus on teacher involvement in the developmental process and program structuring.*

(24) *In conclusion we recommend to teachers of German, that instead of preparing to teach in two subject matter fields, they might well aim to become certified for all levels, from elementary to junior and senior high school, and thus be able to teach a full language program. Such fluidity in the teaching assignment will make the best use of human resources and assist to a considerable degree in solving the articulation problem.*

C. Inevitably we must face the problem of how many contact hours are needed to provide an adequate learning experience in the German language. It is simply not possible to separate this question from the question of content. For as the availability of time dwindles, the question of priority of content becomes more pressing. Therefore, a major objective of the Symposium must be to achieve widespread agreement on the objectives of the German program, along with an indication of the time required to reach them. A second major objective is dealt with elsewhere in this paper. It relates to the need for teachers who are competent enough to make German the vehicle through which the student approaches the course content. This section of the paper will address itself to the specification of content and the relationship of that content to the total learning sequence.

A Tentative Specification of German Curricula

(25) *Clearly, the first order of business for the German teaching community is to define in specific terms the expectations of the elementary and secondary school German program. If this could be accomplished nationwide, it could become the basis for solving many other serious problems. Those involved in teacher education, for example, could use the list of objectives to focus more sharply on the specific material that future German instructors would be using in their subsequent teaching. Also, college placement would be facilitated if high school students were to enter college with a consistent and predictable educational background. Moreover, those who produce texts and materials would have more dependable guidelines than presently exist. There is strong evidence to indicate that, with adequate financial support, the*

German teaching profession could establish agreement on course objectives. In several states, committees of German teachers representing public and parochial schools and universities have succeeded in establishing such objectives for elementary, junior and senior high school German programs. Sections from two such Guides are attached as examples of what might be done. This material is suggested as a starting point for the formulation of instructional goals. By uniting both the scholar and the practitioner, it should be possible to devise objectives which are both intellectually significant and pedagogically workable.

D. The Materials of INSTRUCTIo

1. Materials should be based upon stated objectives.

(26) *Following the establishment of clearly-stated behavioral objectives, materials and equipment must be developed which will enable each student to reach those objectives at his own optimum rate within the framework of the secondary school schedule as it is envisioned in the future.*

The committee takes no stand on the question of which programming technique is superior. Indeed, it may be that the best "system" of teaching materials will combine varieties of self-instructional programs with other teaching methods and materials. Much research and field testing remains to be done in this regard. The committee suggests a general framework for the development of the materials and equipment suitable for teaching German in the emerging American high school. One principle, however, is basic: materials should be produced in response to the stated curricular needs of the profession; the materials should not determine the curriculum.

2. Materials for individualized instruction

There are many who believe that the problem of meeting individual differences can be solved if the proper materials and equipment are made available within a flexible time pattern. The first requirement of such materials is that they must contain components which permit the student to instruct himself. Then, assuming availability of materials in sufficient quantity, individualized pacing is possible. There is another approach to individualization in which the content as well as the rate of progress is varied, usually with some consideration being given to the varying interests of different students. Underlying this practice is the belief that each individual has a unique set of abilities and interests and that the student will learn more if he is given some opportunity to express that individuality. The application here is to allow the student to choose some of his own content and to determine the direction of his study. Thus, instead of imposing a uniform curriculum upon all students it is possible to allow a certain degree of choice. Clearly, there are basic aspects of the study of German relating to such elements as phonology, morphology, syntax, culture, and vocabulary which all students must learn to use for communication. But beyond the basic fundamentals, there can be wide latitude in the selection of what students listen to, talk about, read about, and write about. In fact, it is difficult to conceive of German surviving long as a significant high school subject if German teachers continue to ignore the knowledge explosion of the past few decades and persist in the old belletristic curriculum dispensed in the same way to all comers. This sterile approach to learning results in a German curriculum based upon a single text or text series, along with a few readers which, not infrequently, combine infantile language with dull content. Where newer media are used, the presentation is usually made to an entire class under the direction of the teacher. Even the language laboratory has developed into a mass drill device rather than an individualized study center. The commercially-produced laboratory tapes often relect this commitment to mass instruction.

(27) ***Truly integrated materials are called for in which audio-visuals are basic to the program. Printed materials must play their proper role but must not take over in learning areas where they are inappropriate.***

For example, if the teacher is serious about teaching students to associate directly German speech with German cultural referents, the pictorial representation must necessarily replace the printed word as a technique for introducing the meaning of many culturally significant words, expressions, and concepts. The meaning of certain lexical items is best conveyed by means of short audio-visual presentations depicting the cultural referents for which they stand.

3. The Relationship between the Teacher and the Instructional Materials

Technological media are not intended to replace teachers. Such media often take over some of the more tedious aspects of teaching, thereby allowing more time for creative instruction by the teacher. The book, after all, is a technological device to which a large share of the instructional load has been delegated for centuries. Sophisticated electromechanical devices can further extend the range of instructional activities which need not be under the direct supervision of a teacher. In situations such as repetitive drill the machine may prove superior to the teacher. But the function of the machine is limited with regard to the development of productive skills. Accordingly a good system includes materials which help to set the stage for free application of those sounds, structures and syntactical elements which the machine has been teaching. Here the skilled teacher cannot be replaced by the machine since it cannot anticipate a response which is originated by the student. It can only present stimuli designed to elicit one single, correct response for each stimulus. The teacher, on the other hand, is capable of teaching students to recombine prelearned material so that they are able to express spontaneously what they want to say. One of the major tasks of the teacher in the modern, semi-automated high school is to lift the student above the materials; to teach him the art of divergent thinking. Other functions of the teacher are to diagnose student difficulties and prescribe remedial drill. Students and teachers learn to look upon materials as tolls for improving performance. And the student is motivated to use the tools because German offers him something which he is interested in learning. If the system works, the entire process becomes directed toward student achievement. Thus, for example, tests are not seen as rewards or punishments resulting from a guessing game conducted by the teacher. Tests are logical devices used to measure each step in the student's progress toward control of the language. They serve to identify what sort of drill work or personal attention the student will need in order to continue his progress in the German language.

4. Summer Camps and Summer Programs

Summer activities provide for free application of the language skills mentioned above and replace residence in a German-speaking country, since severe budget limitations militate against any broad application of the foreign study idea in American secondary education. For instance, Minnesota has developed excellent summer-camp programs which require youngsters to make use of their German in the more relaxed atmosphere of the woodland-lake camp. Also, high schools around the country sponsor special summer programs which develop in students the ability to communicate directly in German in a less formal and restrictive environment.

(28) *While residence study abroad should be supported in every reasonable way, experiences which simulate a German environment should be encouraged, as should the development of supportive realia. At the present time many citizens are calling for year-round utilization of school facilities. It would be well to consider what function special intensive summer programs might play in the development of language skills. (Reference is made to the Summer School at Middebury and the Sommerschule am Pazifik.)*

5. Interdisciplinary Courses

In recent years other subject areas such as history and biology have been taught in the foreign language. The theory underlying this practice is that the student will see the value of the second language as a vehicle for communicating ideas if he is compelled to learn a different discipline through that language.

(29) *Every effort should be made to support the production of materials for experimental interdisciplinary programs.*

6. Computer Assisted Instruction (CAI)

(30) *Experimental programs suitable for CAI should be developed for each of the areas mentioned below. If the present inability of the computer to analyze an oral response is not overcome, CAI could still perform a major teaching function in the areas of reading, writing, and listening, where student responses are possible via the electric typewriter and through various response techniques.*

7. The Linguistic Elements of the German Language

a. Phonology

Materials suitable for the beginning levels of each learning sequence are needed.

(31) *Research has shown that audio-visual self-study materials can effectively teach students to discriminate and produce the difficult German phonemes. Inasmuch as phonological production heavily involves the formation of new neuro-muscular habits, this area appears particularly adaptable to practice by machine.*

b. Morphology and Syntax

A variety of drills demanding a measure of cognition and creativity are needed here. There must be some element of challenge apparent to the student when he hears (or sees) a stimulus or cue. If the response is too automatic, the student is disinclined to take much interest in the confirmation which follows his response. Somewhere between the minimal step and the decoding exercise lies the optimum learning situation for morphology and syntax.

(32) *Through a process of development, field testing and revision, sequential programs of exercises should be produced, the purpose of which is to develop fluency in the four skills.*

c. Culture and Vocabulary

(33) *Carefully graded audio-visual materials are needed to depict aspects of German culture which point out similarities and contrasts to American culture. Such visuals should enable the student to develop a genuine feeling for the meaning of German words, expressions and concepts as they are used in contemporary German-speaking countries.*

8. Materials and the Receptive Skills

a. Listening

(34) *Needed for this skill are tapes, records, films, video-tapes, segments from German TV and radio, and other audio and audio-visual media which present small, carefully graded, interesting and representative samples of daily life, culture, history, scientific achievement, and other topics pertaining to German-speaking countries. These items should be narrated in good, simple German and should be graded in difficulty of language and in sophistication of content so that they correlate systematically with four-year, six-year, and longer sequences of study. Vocabulary difficulties should be anticipated, and self-instructional materials made available to overcome all the blocks to understanding.*

b. Reading

(35) *Materials comparable to those mentioned under "listening" are needed to develop reading by direct-association. At the earliest levels most reading materials would draw upon re-arrangements in narrative form of material that is being introduced through listening and speaking. Another need is for a large number of high-interest, graded readers in paperback format covering a wide variety of topics. They should be especially designed for the teenage reader. Programming techniques should be used where needed to overcome vocabulary and grammatical deficiencies.*

Ultimately, listening and reading development should lead toward "liberation" from pedagogical props so that the student infers meaning from contextual clues. He should also have materials which guide him in the use of dictionaries and other reference works when he has reached a more advanced stage.

9. Materials and the Expressive Skills: Speaking and Writing

(36) *Materials are needed which enable the student to practice speech and written production on his own. These should include the latest in self-instructional techniques and, where possible, should employ both visual and audio stimuli. A good program will set the stage for free application of those elements upon which the student has already drilled. A good school schedule will include many opportunities for free conversational exchange and for free composition.*

10. Use of Existing Materials

A case has been made for the development of exemplary materials. However, German teaching must also survive in the present, and this means that for some time to come, teachers of German will have to make use of existing materials.

(37) *In this regard the committee recommends that every effort be made to cooperate with the various phases of the Teaching Aid Project (TAP) especially the work of TASK FORCE II. Of particular importance in this regard is the identification of existing materials which are adaptable to the newer organizational patterns of the high school.*

11. General Recommendations

The committee makes the following general recommendations:

a. that the "software" be developed before the hardware or concurrently with it;
b. that materials be field tested with a representative cross section of pupils before they are marketed;
c. that materials incorporate the latest in testing techniques to aid the teacher in evaluating student progress in the acquisition of skills;
d. that materials be made available in a number of formats to accommodate the small, low-budget schools as well as the large, well-financed school districts; (e.g., a given course might be available for the remote-access video-tape laboratory and also for the school which has only the standard language laboratory equipped with tape recorders);
e. that all audio materials and equipment observe standards of quality;
f. that quality standards be established and observed for all visual presentations used in programmed materials, and that they be in color;
g. that the materials needed for a "systems approach" to teaching German be developed to include elementary, middle, and senior high school, and adult education;
h. that the content be psychologically suitable to the age of the learner (see Minnesota Guide);
i. that provisions be made for the heterogeneous make-up of a typical class by developing both remedial and enrichment units;
j. that materials be multi-sensory including single concept films, records, tapes, slides, motion pictures, filmstrips, charts, pictures, transparencies, and video tapes;
k. that the culture of the country, modern and past, be depicted;
l. that visual and audio materials be integrated with the "system";
m. that student texts should have topical material with utterances that are short enough to commit to memory;
n. that there be ample, interesting and varied pattern practise associated with the text;
o. that each unit should have illustrated the grammatical generalization for that lesson;
p. that student homework materials be constructed so as to provide interesting, varied practice on the basic material;
q. that programmed self-testing materials be included;
r. that a teacher's manual be provided which explains the basic principles of the course and outlines each lesson in brief;
s. that student tests and teacher keys should be provided along with testing tapes.

NATIONAL CARL SCHURZ ASSOCIATION, INC.

NATIONAL SYMPOSIUM ON THE ADVANCEMENT OF THE TEACHING OF GERMAN

COMMITTEE ON "Organization & Structure"

POSITION PAPER BY:
Dr. James M. Spillane

COMMITTEE: Professor Kimberly Sparks, Mr. John Chivers, Mr. Ralph Bassett (Chm.), Professor Adolph Wegener, Dr. James M. Spillane, Professor Frank Ryder, Professor Stuart Atkins.

It is clear from the Hugo Schmidt Report and the Report of the Pre-Conference on the Advancement of the Study of German (financed with funds from the U.S. Office of Education) that the future of German study in the United States is largely dependent on the strength and vitality of the professional association which represents the interests of teachers of German in this country, namely, The American Association of Teachers of German. One notes a sense of urgency pervading both documents. Problems and times have changed. Until recently, (1966), the structure of the AATG had not been re-examined. Now leaders in our profession have isolated problems that need serious attention if German is to flourish in this country. Yet, without the proper instrumentalities to attack these problems, most of the good work of these past years will have been in vain. There is no doubt that if the AATG is to continue to function as an effective professional organization and be truly responsive to its membership, its organizational structure must be redesigned. There is little time to lose. If we do not act quickly, we will have failed to take advantage of what appears to be a propitious concatenation of circumstances.

What are these circumstances?

The AATG is the first of the AAT's to subject itself to a critical self-examination. With its own funds it commissioned Hugo Schmidt to study the possible role of the AATG in the context of the developments foreign language study has undergone in this country during the last decade. Recent Federal legislation at all levels in the field of education, such developments in the FL profession as the formation of the DFL in the NEA and the formation of ACTFL, and the interest shown by Stiftung Volkswagenwerk, the West German Government, and the Goethe Institut–all demonstrate that this was a far-sighted and wise move on the part of the AATG. It is particularly significant that despite modest financial resources the AATG was sufficiently concerned about this self-assessment to give it such a priority. The money was well spent. One of the most important recommendations of the Hugo Schmidt project is a clear call for action to revitalize the AATG.

Consequently, the AATG joined the NCSA in submitting a request for support of a project to investigate the national potential for the advancement of the teaching of German in the United States. This USOE contract represents a not insignificant precedent insofar as the common languages are concerned. Implicit in this investigation is a definition of the role of the national association in the advancement of the teaching of German in this country.

In two of the preceding areas, time is increasingly pressing. The German agencies referred to above are known to be interested now in the support of German language and culture as aspects of American education. They need to know the identity of the organization which will represent and coordinate these activities. As far as support from Washington is concerned, we have in the Schmidt Report an excellent analysis of sources and contacts; but this information will be outdated unless we act soon. We recognize that accepting support from an agency of any government requires particular tact and careful planning.

The membership of the AATG is eager to seize the opportunities offered under Federal and private auspices to improve the position of German in the schools. It is also aware of the need for an effective organizational structure to serve its collective interests. At its 1966 annual meeting, the AATG declared itself in favor of establishing a national headquarters and creating the position of executive secretary. To this end, it set up a special committee. Hugo Schmidt's excellent introduction to his Report documents very effectively the need for such a course of action. The committees which drafted the new AATG constitution went so far as to provide two full drafts of a constitution--one with an executive secretary and one without. The legal authorization for a revised structure is therefore at hand.

The first and most important step is to establish a national headquarters with a full-time secretary. There are various ways to establish and finance such headquarters:

a) A foundation grant to the AATG
b) Cooperative effort with a college or university.
c) Affiliation of the AATG and the NCSA.

a) A foundation grant to the AATG. As an initial step in a long-term program a request for funds from a foundation may receive favorable consideration. The Classical League has received such support from the National Endowment for the Arts and the Humanities. The grant sought would provide for those expenses incidental to the establishment of the office. Typically such grants will provide funds for a short period of time, after which the organization is expected to meet its requirements from its own resources.

b) Cooperative effort with a College or University.

This implies the creation of a position of dual responsibility: The executive secretary would at the same time be attached to a particular institution, presumably in a part-time position as teacher or administrator. Specific suggestion of such an appointment has already come from one university. The obvious advantage of such an appointment is economic. There is also some feeling that an executive secretary should be an active member of the teaching profession.

Disadvantages also suggest themselves. One of the most obvious: The position as we contemplate it may not be manageable as a part-time assignment. Further, association with a college or university might bring with it a tendency to ignore some of our most pressing problems, those which exist in the field of secondary education.

Any such arrangement also depends heavily on the presence of an individual sponsor in the faculty or administration. If such an individual leaves the college, the arrangement is endangered.

Recognition of difficulties does not imply complete rejection of the possibility. Our profession should be in a position to accept all the assistance it can feasibly obtain. If an institution is prepared to help, it may be possible to locate *some* of our projects and activities in that institution.

The several possibilities listed in summary form above should, therefore, not be regarded as mutually exclusive.

The committee would suggest one general restriction, namely, that whatever alternative is presented, only sites within easy reach of Washington, D.C. and New York be considered. Most of the necessary personal and institutional contacts in the domestic sphere will be in this area and from it foreign connections can most easily be maintained.

c) Affiliation of the AATG with the NCSA.

The joint appointment of an executive secretary responsible to both organizations could have the advantage of using the present NCSA headquarters where the AATG Service Center is already housed and where the TAP project is located.

Three distinct degrees of affiliation suggest themselves.

1. The loosest affiliation would be one in which the AATG and the NCSA maintain substantially their present identity but employ the same person as executive secretary. Certain constitutional changes may be necessary to effect this appointment.

2. The two organizations would jointly re-examine their functions in order to eliminate duplication of effort. In this degree of affiliation each organization would maintain its own governing body. A chief function of the executive secretary would be to coordinate the efforts of both organizations.

3. The two organizations would create by action of their executive boards an American Council on German Studies, not as a separate organization but as a coordinating body. One of its chief functions would be to accept and disburse funds granted in the interest of German studies in the United States. Its board would be made up of representatives of the governing bodies of AATG and NCSA. The joint council would reserve the right to admit representatives of other professional groups. The Council would provide the services of an executive secretary through whom the Council would strengthen and support regional and local activities, sponsor studies and research pertaining to the teaching of German and to the advancement of German studies in the United States. The executive secretary would be charged with the development and encouragement of programs for teacher training, national standards, curriculum, motivation, etc. His office would serve as a clearinghouse for information to memberships, and he would maintain close contact with the NEA and the DFL, with the MLA, ACTFL, and other AAT's, as well as the American Association of School Administrators, curriculum supervisors and other professional groups.

It should be recognized that demonstrated administrative ability is the principal qualification of an effective executive secretary. He would have considerable freedom within the guide lines set up by the Council.

We have thus far discussed organizational structure at the national level. There must also be effective and practical lines of communication and liaison between the national office and the local chapters. As Hugo Schmidt has stated in his report: "If the AATG is to function properly, its energy will have to be forthcoming from the individual chapter and even from the individual member." The national office would deal not only with regional councils but also with individual chapters.

Although more and more discretion in educational legislation is being vested in state and local educational agencies, a national headquarters can appropriately guide local chapters in matters of cooperation with state departments of education and other agencies.

All available evidence points to the urgent need for a national headquarters and an executive secretary. As far as organizational structure is concerned we would like to keep all options for further discussion. The Committee believes that an affiliation of the AATG and NCSA through the creation of an American Council on German Studies offers, if feasible, the most promising solution.